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ABSTRACT

This study examined whether variations in the Developmental Observation Checklist (DC) format influences congruence of scores among both parents and the child's teacher. The DC was varied by adding pictorial illustrations and examples and having three response categories instead of two. Results from 100 sets of participants were evaluated with each set consisting of a mother, father, and teacher of children chronologically below the age of 6 years with and without developmental delays. Participants were enrolled in early intervention and child-care programs in Alabama and Mississippi. A 3 X 4 factorial analysis of variance, one between-subjects factor (versions of the instrument) and one within-subjects factor (rater type) were utilized. Findings indicated no significant difference between the raters could be attributed to the different versions of the assessment instrument. However, a significant difference among the raters was found, with mothers rating the child's skills highest, the fathers next, and the teachers last. Much of the document contains appendices including a discrepancy evaluation model, the list of DC items clarified with pictures and/or examples, created versions of the DC, and the training module for research assistants. (DB)

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ED 413 726

PARENT AND TEACHER CONGRUENCY ON VARIATIONS OF A SCREENING INSTRUMENT: AN EXAMINATION

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Abstract

Parent and Teacher Congruency on Variations of a Screening Instrument: An Examination

The purpose of this project was to address the question, "*Do variations in the assessment instrument format influence congruence of scores among both parents and the child's teacher?*". The assessment instrument used was the Developmental Observation Checklist System - Developmental Checklist (DC) (Hresko, Miguel, Sherbenou, & Burton, 1994). The DC was varied by (a) adding pictorial illustrations and examples and (b) having three response categories instead of two response categories.

A 3 X 4 factorial analysis of variance was used to analyze the effects variations in the assessment instrument format had on score congruency among mothers, fathers, and teachers. One between-subjects factor, versions of the instrument, was utilized. This factors had four levels: (a) without illustrations and examples and two response categories, (b) with illustrations and examples and two response categories, (c) without illustrations and examples and three response categories, and (d) with illustrations and examples and three response categories. One within-subjects factor (rater type) was present with three levels, (a) mothers, (b) fathers, and (c) teachers.

The sample was 100 sets of participants. A set consisted of a mother, father, and teacher of children chronologically below the age of 6 years with and without developmental delays. Early intervention and child-care programs in Alabama and Mississippi were used as recruitment sites.

Findings indicated no significant difference between the raters could be attributed to the different versions of the assessment instrument. A significant differences among the raters, with mothers rating the child's skills highest, the fathers next, and the teacher's last, was found.

ACCOMPLISHMENTS TOWARDS PROGRAM OBJECTIVES

Purposes of the Research

The purpose of this study was to examine the influence of variations in an assessment instrument on congruency among both parents and the teacher. With permission of the publisher, changes were made in a published instrument to create three additional versions by adding pictures, examples, and changing the response categories. Mothers, fathers, and teachers of children in a child development or early intervention program below the age of 6 with the full range of abilities were participants. Analysis was completed using the overall scores to compare each of the three created versions of the instrument with the original version and the scores among all of the mothers, fathers, teachers.

This study was designed to answer several questions. The purpose and global question was, "Do variations in the assessment instrument format influence congruence of scores among both parents and the child's teacher?". Two questions related to the main effects.

- When the assessment instrument has no pictorial illustrations and examples and only two response categories, how do scores with this assessment instrument compare to the scores with (a) the assessment instrument with pictorial illustrations and examples and two response categories, (b) the assessment instrument with no pictorial illustrations and examples and three response categories, and (c) the assessment instrument with pictorial illustrations and examples and three response categories?
- Do the scores of mothers, fathers, and teachers differ from one another?

One question related to the two-way interaction.

- Do mothers, fathers, and teachers differ in the same way when using the assessment instrument with no pictorial illustrations and examples and only two response categories when compared with (a) the assessment instrument with pictorial illustrations and examples and two response categories, (b) the assessment instrument with no pictorial illustrations and examples and three response categories, and (c) the assessment instrument with pictorial illustrations and examples and three response categories?

Statement of Hypotheses

Two hypotheses were examined in this study.

1. There is no difference in congruency among scores on those versions of the assessment instruments without pictures and examples and two response categories when compared with (a) the versions of the assessment instrument with pictures and examples and two response categories, (b) the versions of the assessment instrument without pictures and examples and three response categories, and (c) the versions of the assessment instrument with pictures and examples and three response categories.
2. There are no differences among the parents' and teacher's scores on the different versions of the assessment instruments.

The Project Goals, Objectives, and Tasks were designed to assist in addressing these hypotheses by providing incremental steps towards the stated purpose. All goals, objectives, and tasks were accomplished and are listed in Table 1. The means of comparing the versions was changed to allow the original version of the assessment instrument (no pictorial illustrations, few examples, and two response categories) to serve as a control. The Discrepancy Evaluation Model (Popham, 1988) was utilized to monitor the progress of the study, as well. See Appendix A for the Model.

Table 1

PROJECT GOALS, OBJECTIVES, AND TASKS

Goal 1: Scores from the assessment instrument without pictorial illustrations and examples and only two response categories will be compared to scores from the versions of the assessment instrument (a) with pictorial illustrations and examples and two response categories, (b) without pictorial illustrations and examples and three response categories, and (c) with pictorial illustrations and examples and three response categories.
Goal 2: Scores of mothers, fathers, and teachers will be compared across the different versions of the assessment instruments.

Objective 1: Design variations of the assessment instrument

- Task 1: Choose items from assessment instrument to be illustrated
- Task 2: Design illustrations
- Task 3: Choose items from instrument for which examples would apply
- Task 4: Write examples
- Task 5: Choose another response category and write directions for its use
- Task 6: Implement changes

Objective 2: Select sample

- Task 1: Train research assistants
- Task 2: Contact programs
- Task 3: Contact participants after receiving a postcard and schedule appointments
- Task 4: Randomly assign participants to groups and code paperwork to remove identifying information

Objective 3: Administer versions of assessment instrument

- Task 1: Obtain consent from participants
- Task 2: Administer versions of assessment instrument
- Task 3: Give participants' stipend

Objective 4: Analyze results of data

- Task 1: Enter data in data base
- Task 2: Apply statistical analysis
- Task 3: Interpret results

Goal 1: **Scores from the assessment instrument without pictorial illustrations and examples and only two response categories will be compared to scores from the versions of the assessment instrument (a) with pictorial illustrations and examples and two response categories, (b) without pictorial illustrations and examples and three response categories, and (c) with pictorial illustrations and examples and three response categories.**

The independent variables in this study were the four different versions of the assessment instrument and the three different raters. The dependent variable was the overall scores generated by each rater. Table 2 describes the research design used in this study. A 3 X 4 factorial analysis of variance was completed to examine the differences between raters and versions of the assessment instrument. Results indicated no significant difference between the raters could be attributed to the different versions of the assessment instrument.

Table 2

Research Design

	Versions of the Assessment Instrument			
	No pictorial illustrations or examples		Pictorial illustrations and examples	
Participants	Two Response Categories	Three Response Categories	Two Response Categories	Three Response Categories
Mothers	25	25	25	25
Fathers	25	25	25	25
*Teachers	25	25	25	25
Total	75	75	75	75

*One hundred individual teachers were not necessary, since one teacher could provide data on several children.

Goal 2: **Scores of mothers, fathers, and teachers will be compared across the different versions of the assessment instruments.**

Significant differences were found between the raters. A post hoc analysis revealed the mothers and fathers rated the children differently than the teachers., to a significant degree. By examining the combined mean scores of each of the raters, the mothers rated the children highest, followed by the fathers and then the teachers.

Objective 1: **Design variations of the assessment instrument**

- **Task 1: Choose items from assessment instrument to be illustrated**
- **Task 2: Design illustrations**
- **Task 3: Choose items from instrument for which examples would apply**
- **Task 4: Write examples**
- **Task 5: Choose another response category and write directions for its use**
- **Task 6: Implement changes**

Tasks 1 and 3: Items from the original protocol to be clarified with examples and/or pictures were selected based on input from a panel of six mothers of children under the age of 6 and six professionals working with children under the age of 6. Specifically, these individuals were asked to indicate which items on the original instrument could be misinterpreted. To evenly disperse examples across age levels, the items were divided into groups by the age ranges given in the instrument's directions and care was taken to ensure that each group had a proportionate number of items clarified with examples and/or pictures. The same procedure was used to identify items to be illustrated (see Table 3). The percentage of items affected in each age group ranged from 32-47% across the instrument. Appendix B provides a list of those items chosen to be illustrated with pictures and/or examples.

Table 3

Distribution of Pictures and Examples Across Age Groups

Age Group	Item Number Range	Number of Items in Group	Number of Items with Pictures Added	Number of Items with Examples Added	Total Number of Items with Pictures and Examples Added	Percentage of Items in Group Receiving Pictures and/or Examples
1-6 mos.	1-29	30	6	8	14	47%
6 mos.-1 yr.	30-79	50	10	11	21	42%
1-1. 6 yrs.	80-149	70	9	22	31	44%
1. 6-2 yrs.	150-239	90	15	26	41	46%
2-2. 6 yrs.	240-309	70	5	22	27	39%
2. 6-3 yrs.	310-329	20	3	6	9	45%
3-3. 6 yrs.	330-379	50	6	10	16	32%
3. 6-4 yrs.	380-389	10	1	3	4	40%
4-4. 6 yrs.	390-419	30	3	11	14	47%
4. 6-5 yrs.	420-475	55	2	22	24	44%
5-6 yrs.	420-475	55	2	22	24	44%
Total			62	163	225	

Task 2: Pictures were created by a professional illustrator to further clarify items selected by the panel. Models of the type of illustrations needed were provided by examining the work of other illustrators on various child development assessments. All illustrations included in the new versions created for this study were original.

Task 4: Examples were added to explain items identified by the panel. The grammar tool provided with the Microsoft Word 7. 0 software package indicated the examples added were at the Flesch-Kincaid grade reading level of 6. 3. The developer of the instrument reported a fourth grade reading level for the original protocol.

Task 5: A review of the literature and current child assessments provided the framework for choosing the new response category and modifying one of the existing response categories. The response options Yes, Sometimes, and Not Yet were used with the versions with three response categories. So that the versions of the instrument with three response categories could use the same basal, ceiling, and scoring rules as the versions with two response categories, the directions remained similar between the versions.

The directions for the versions with two response categories remained the same as for the original version of the DC: "Check Yes for those items that your child can do right now or is beginning to do. Check Yes for those items that your child did when he or she was younger but has outgrown. Check No if your child cannot do what the item says. Remember that if you have not seen it or have not heard it, mark No." The directions for the versions with three response categories were "Check Yes for those items that your child can do right now. Check Sometimes for those items that your child is beginning to do or did when he or she was younger but has outgrown. Check Not Yet if your child cannot do what the item says. Remember that if you have not seen it or have not heard it, mark Not Yet. " The directions from the versions with two response categories directed the rater to mark Yes for behaviors requiring a Yes or Sometimes rating on the versions with three response categories.

Task 6: All changes were implemented to create three additional versions of the assessment instrument. The created versions of the assessment instrument are included in Appendix C.

Objective 2: **Objective 2: Select sample**

- **Task 1: Train research assistants**
- **Task 2: Contact programs**
- **Task 3: Contact participants after receiving a postcard and schedule appointments**
- **Task 4: Randomly assign participants to groups and code paperwork to remove identifying information**

Task 1: Two assistants were trained by the researcher to assist in gathering data. The training module used is provided in Appendix D, as well as the checklist for scoring the trainers'. The assistants were recent recipients of master's degrees in the field of early childhood special education at Auburn University. The training consisted of a review of the study, including the purpose, participants' criteria, and programs to be contacted. The responsibilities of the different study participants were explained, as well as how to schedule appointments and gather data. The forms used in the study, including the invitations to participate, the teacher's letter of explanation, consent forms, demographic forms, and versions of the developmental checklist were discussed. Instructions for completing the forms also was provided. Lastly, a simulation of scheduling and the parents' and teacher's appointments was completed and videotaped. The videotape was viewed by two outside professionals who utilized a checklist to ensure the important components of the process were in place and being used by the assistants.

Task 2: Recruitment Sites

The parents and teachers in this study were recruited from early intervention and child-care programs in Alabama and Mississippi. Programs were chosen through personal contacts and listings in the telephone book. A complete list of the contacted programs was provided to Auburn University's Institutional Review Board. A total of twenty-five programs had parents participate in the study.

Participant Criteria

The participants in this study were 100 sets of mothers, fathers, and teachers of young children. The child was: (a) chronologically between the ages of one month and 6 years, (b) enrolled in an early intervention or child care program for at least 1 hour a week, and (c) under the participating teacher's care for at least 12 hours prior to participation in the study. Children with the full range of abilities were included. No siblings were used in the study. The parents must have been living in the home with the child for one month prior to the study. Both biological and adoptive parents were invited to participate. The teachers: (a) were employed by an early intervention or child care program and (b) had a bachelor's degree or above and/or 1 year's teaching experience. One teacher could provide data on several children, consequently 100 individual teachers were not necessary.

Contact with Programs

To select participants, the directors of programs targeted for recruitment were contacted. If directors agreed to participate, the examiner scheduled an appointment to explain the study. Often, the director would commit the program to participation in the study, based on information given over the telephone by the researcher. The director was asked to review the program's enrollment to determine the number of families eligible to participate in the study, according to the participant criteria given. A program demographic form was completed after a family in the program participated in the study.

The teachers were informed of the study's intent and procedures, as well as activities they would be asked to complete. This information was usually conveyed through a letter. The teacher's activities included: (a) reviewing the program's enrollment, (b) contacting those parents eligible to participate in the study via a letter or invitation provided by the researcher, (c) signing a consent form to participate in the study, (d) completing a form to obtain demographic information, (e) completing a version of the developmental checklist on children whose parents participated in the study, and (f) receiving a stipend of $5 for each completed developmental checklist.

Once a teacher agreed to participate and had been fully informed about the study, his/her activities began. The director or teacher was asked to estimate the number of families in the program meeting the study's criteria. Programs were provided with a letter or invitation to give to parents, along with a self-addressed, stamped postcard. The postcard was used by parents to contact the examiner directly. This process maintained the parents' confidentiality since the program did not give out any names. Only the program knew to whom the invitations to participate were given. When the parents chose to participate, they made the initial contact with the examiner.

Tasks 3 and 4: Once a postcard was received from a parent, telephone contact was made. Since the purpose and activities of the study had been explained in the invitation, parents were asked if they had any questions about the study. Questions were answered over the telephone and the parents were invited to participate. If parents indicated an interest in participating, an appointment was made to meet with them in their home, at their child's center, or at Auburn University. Every attempt was made to schedule the appointment within 14 days from initial contact with the parents, unless the parents requested a later date. The appointment with the parents was scheduled so that both parents could complete a version of the developmental checklist at the same time in the presence of an examiner. The appointment with the teacher was made as close to the parents' appointment was possible.

Objective 3: Administer versions of assessment instrument

- **Task 1: Obtain consent from participants**
- **Task 2: Administer versions of assessment instrument**
- **Task 3: Give participants' stipend**

Task 1-3: Visit with Parents

The first order of business at the parent's appointment was to remind them of the purpose of the study and the activities requested of participants. The activities included: (a) meeting with the examiner to learn about the study, (b) signing a consent form to participate in the study, (c) completing a form with demographic information, (d) completing a version of the developmental checklist, and (e) receiving a stipend for each developmental checklist completed. The stipend was $5 per participant. When parents agreed to participate, separate consent forms were given to the mother and father. An appropriate amount of time was allowed and questions encouraged before the parents were invited to sign the consent form. If they chose not to participate at this point, the appointment was terminated. No parents made that choice.

If parents chose to participate, the signed consent forms were collected and demographic information obtained separately from the mother and father by each completing a demographic form. Copies of the same version of the developmental checklist were given to the mother and father and they were asked to complete the checklists separately. The parents were encouraged to complete the instrument to the best of their ability. No clarifications were provided by the examiner. If clarification of an item was requested, the examiner usually replied with, "Whatever you think it means. ", which typically sufficed for every question related to the developmental checklist. The examiner read the checklist to those parents who requested assistance. This was necessary with only one parent.

The developmental checklist was administered over the telephone on nine occasions because the participant was in another state and arrangements could not be made to make a personal visit. Only the versions of the developmental checklist without pictures was used in this situation so that the effect of pictures would not be lost. Random assignment of participants was maintained in these situations. There was occasion when the instrument was completed without the examiner or either assistant present, neither over the telephone or in person. This situation also was due to traveling constraints. Explicit directions were provided for completion of the forms and instrument and telephone contact was made to ensure the participant was comfortable completing the paperwork. This situation occurred for four participants: one mother, one father, one early interventionist, and one therapist.

Once the parents had completed the developmental checklist, the instruments were collected. A code had been assigned to the demographic forms and developmental checklists when the appointment was scheduled. This code allowed the examiner to keep sets of data together while maintaining a participant's anonymity. No identifying information was on the demographic forms or developmental checklists. The consent forms were the only pieces of paperwork with the parents' name and no connection could be made between the parents' name and their set number. The parents were each given $5 and their appointment was finished.

Visit with Teacher

The appointment with the teacher was similar to the appointment with the parents. An explanation of the study and the teacher's activities, as described previously, was given and questions invited. If the teacher agreed to participate, the consent form was signed and demographic information obtained. The teacher was then given the same version of the developmental checklist the parents in his or her set had completed. The examiner informed the teacher that no clarification of the items could be given. The same code as the parents had already been assigned to the teacher's developmental checklist and demographic form so that the assessment instruments could be kept together, completing the set. As with the parents' paperwork, no identifying information was placed on the teacher's developmental checklist or demographic form. Only the consent form had the teacher's name and no connection could be made between the signature and the set number. The appointment was finished after the teacher was given her $5 stipend.

In the event a teacher was assigned to more than one experimental group, every effort was made to limit the influence of completing two or more different versions of the developmental checklist. This was accomplished by trying to give the two versions of the instrument without pictures or examples prior to giving the two versions with illustrations and examples. On a few occasions, a teacher would complete up to three developmental checklists on three different children. This was usually due to time and travel constraints. Again, every effort was made to ensure the teacher had the correct child in mind when completing the checklist. This was accomplished by providing a break in between completing checklists and taking a moment to talk about the child on whom the next checklist would be used.

Objective 4: **Analyze results of data**

- **Task 1: Enter data in data base**
- **Task 2: Apply statistical analysis**
- **Task 3: Interpret results**

Tasks 1 and 2: The data from the assessment instrument was entered into a data base, using SPSS for Windows, Version 6.1.4 (1996). Statistical analyses was completed, including a 3 X 4 factorial analysis of variance, Scheffe's test of contrast, and various descriptive analyses to examine the demographic information provided by the participants.

Task 3: Interpretation of the results related to the Goals was provided earlier. Interpretation of the demographic information is as follows. The generalizability of the findings of this study are limited by certain aspects of the sample. The families who participated were predominately white non-Hispanic, well-educated, affluent, and living in urban areas. In addition, the families all were members of two parent household.

While the majority of parents participating in the study are White, Non-Hispanic, a concerted effort was made to include families of different cultures and ethnicity. Programs serving children and families with multicultural backgrounds were contacted by no families volunteered to participate. Many more programs were solicited and invitations sent out to families than responded. Efforts to recruit minorities for the study had limited success.

All the teachers were females. Again, the sample was predominately white non-Hispanic and well-educated. More than half of the children in the study were known by their teacher for less that 7 months.

The majority of participants in this study were parents and teachers of children without diagnosed developmental disabilities. The number of males to females was fairly evenly distributed. Sixty-eight percent of the children were in the 3 to 6 year age range.

Revisions in the Plan

Several revisions were made in the plan during implementation to improve the workability of the project. These changes were made with the knowledge of the Project Director's supervisors.

1. The questions addressed by the study were reduced from seven to three. This was accomplished by combining the questions.
2. Combining the questions also affected the Goals, Objectives, and Tasks. The Goals were reduced from seven to two. The Objectives remained the same but the tasks were revised to accurately reflect the work completed. These changes in the tasks consisted of changing the order of some and combining others.
3. It was not possible to inform the programs who agreed to participate in the study in the manner described in the grant. Instead, the program director's permission was obtained and a letter explaining the study was provided for each of the teachers. Consequently, only those teachers participating in the study signed consent forms.
4. Possibly the most significant revision in this project was the comparisons made between the groups. Originally, it was proposed to compare all groups with one another. In it's final form, comparisons were made using the original version of the assessment instrument (no pictures or additional examples and two response categories) as the control and comparing the three created versions to it.
5. The other significant revision involved the statistical analysis utilized. Originally, a 2 X 2 X 2 X 3 mixed measure analysis of variance was proposed. However, once the data was collected and examined more closely, an 2 X 3 factorial analysis of variance emerged as the appropriate statistics method to use.

Suggestions for Further Research

Other designs using the idea of versions of an assessment instrument varied by the existence of pictures and examples present themselves. These options could be pursued by researchers to further the knowledge of parental and professional congruency and the influence of pictures and examples on rater congruency.

1. The study could be simplified by using just two versions: the original version of the DC (two response categories, no pictures and few examples) and a version with two response categories and pictures and examples added. This simplified design would make any analyses done much easier.
2. Contact programs at the end of the school year. Use the criteria that a teacher has worked with a child for at least 7 months. This would help the teacher make decisions regarding the child's skills.
3. Have participants complete two versions of the assessment, doing the version without pictures and added examples first. Compare congruency on the two versions across raters.
4. Survey the parents and teachers after they have completed the assessments, obtaining information regarding version preference and perceived helpfulness of the examples and pictures.

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APPENDIX A

DISCREPANCY EVALUATION MODEL

Discrepancy Evaluation Model (Popham, 1988)

Evaluation Question	**Measurement Procedures**	**Frequency of Evaluation**	**Evaluation Criteria**	**Instrument Status**
Objective 1: Design Variation of Screening Instrument				
Have items been chosen to be illustrated?	List of items that may be more clear and understandable if illustrated	End of 1st month	Complete list of items to be illustrated	List of items provided in final report
Have illustrations been designed?	Pictorial illustrations for each item on the list	End of 2nd month	Illustrations will be rated as clear by persons responsible (see Plan of Operation)	Version of screening instrument with pictorial illustrations included in final report
Have items been chosen to have examples?	List of items that may be more clear with examples	End of 1st month	Complete list of items to have examples	List of items provided in final report
Have examples been written for items?	Examples paired with items	End of 2nd month	Examples will be rated as clear by persons responsible (see Plan of Operation)	Version of screening instrument with examples included in final report
Has a third response category been chosen and directions written for its use?	Third response category chosen and directions written	End of 1st month	Response category and directions will be rated as clear by persons responsible (see Plan of Operation)	Directions for third response category included in final report

Evaluation Plan
(cont.)

Evaluation Question	**Measurement Procedures**	**Frequency of Evaluation**	**Evaluation Criteria**	**Instrument Status**
Have all changes been made to produce versions of screening instrument?	Two supplemented versions of screening instrument, plus the original version	End of 2nd month	Two versions of the screening instrument, one with pictorial illustrations and examples and one with a third response category will be rated as clear by persons responsible (see Plan of Operation)	Two supplemented versions of screening instrument included in final report

Evaluation Plan
(cont.)

Evaluation Question	**Measurement Procedures**	**Frequency of Evaluation**	**Evaluation Criteria**	**Instrument Status**
Objective 2: Select Sample				
Have programs to serve as recruitment sites been contacted?	List of programs contacted with number of possible subjects available from each	At the end of each month for the 1st four months of the project	100 sets of mothers, fathers, and teachers	List of numbers of subjects in each group (mothers, fathers, and teachers)
Has contact been initiated with subjects?	Log of contacts with subjects	At the end of each month for 2nd through 9th months of project	100 sets of mothers, fathers, and teachers contacted	Log of contacts with subjects
Have appointments been scheduled?	Log of contacts and calendar	End of 2nd through 9th months of project	At least 38 appointments scheduled per month amongst Project Director and two research assistants	Calendar of appointments
Has sample been selected and randomly assigned to groups?	List of subjects with rotation schedule for randomization	At the end of each month for the 2nd through 9th months of the project	100 sets of mothers, fathers, and teachers with each new set placed in order in the groups	List of subjects' codes, indicating group membership

Evaluation Plan
(cont.)

Evaluation Question	Measurement Procedures	Frequency of Evaluation	Evaluation Criteria	Instrument Status
Objective 3: Administer Versions of Screening Instrument				
Have research assistants been trained?	Training module written for training assistants in administering the versions of the screening instrument and getting consent from subjects	End of 2nd month	Two research assistants administer versions of the screening instrument and obtain consent from subjects. Project Director will observe with a checklist to insure assistants are following the protocol.	Copy of training module in final report
Has consent been obtained from all subjects?	Consent forms for each screening instrument completed	Before leaving appointment with each participant	One consent form for each screening instrument completed	Tally of consent forms
Have versions of screening instruments been administered?	Completed copies of screening instruments	End of 2nd through 9th months of project	132 copies of original version of screening instrument and 84 copies each of supplemented versions	Tally of screening instruments
Have codes been assigned to participants' screening instruments and all identifying information removed?	Codes on all screening instruments and no identifying information found	After each screening instrument is completed	Codes on all screening instruments and no identifying information found	Random inspection of screening instruments

Evaluation Plan
(cont.)

Evaluation Question	**Measurement Procedures**	**Frequency of Evaluation**	**Evaluation Criteria**	**Instrument Status**
Objective 4: Analyze Results of Data				
Has data been entered in data base?	Data in data base	End of 2nd through 8th months of project	100 sets of data for mothers, fathers, and teachers	Data base
Have statistical analyses been applied?	Printout from SPSS	End of 9th through 12th months of project	Printout from SPSS	Printout from SPSS
Have results been interpreted?	Written interpretation of findings	End of 10th through 12th months of project	Written interpretation of findings	Written interpretation of findings

APPENDIX B

LIST OF ITEMS CLARIFIED WITH PICTURES AND/OR EXAMPLES

Items from DC Receiving Examples:

- **AGE RANGE: 1 month to 6 months**

1. Makes noises other than crying.	(example: grunting)
5. Quiets (**stops crying and/or gets still**) when he or she sees parent's face.	
17. Holds a toy (**for about 5 seconds**) without dropping it.	
18. Moves to see something better.	(baby turns his or her head to see a person or object better)
21. Copies parents' facial expressions.	(example: parent smiles or sticks his or her tongue out and baby does the same)
22. Stops crying upon being comforted by his or her parent.	(parent holds, pats or rocks the baby)
24. Shows that he or she is aware of strangers or new situations.	(example: child tries to look at new surroundings or people)
28. Changes his or her behavior in response to sound(s) in the environment.	(example: baby briefly stops his or her movement when the telephone rings)
30. Looks for an object that has briefly disappeared (mother, bottle).	(baby's eyes look in the area where the object used to be)

- **AGE RANGE: 6 months to 1 year**

32. Is interested in his or her image in mirror.	(example: baby pats, looks intently, or smiles at his or her image in the mirror)
34. Responds to the disappearance of an adult's face.	(example: if adult is playing peek-a-boo, child may wave his or her arms or squeal when adult's face is covered)
37. Responds when an adult plays peek-a-boo.	(baby pulls the cover from the parent's face or from his or her own face)
40. Becomes alert and repeats when an adult copies his or her sounds.	(example: adult makes a sound the baby made and the baby listens and repeats the sound the adult made)
44. Lets parents know when he or she wants to be played with.	(baby shouts and increases movement)
46. Indicates a desire to have an adult repeat an enjoyable behavior during play.	(example: baby leans face in toward parent's face for parent to kiss the baby's face again)

- **AGE RANGE: 6 months to 1 year**

(cont.)

58. While on his or her stomach, turns body to face a different direction.	(child uses his or her arms to turn his or her body to face a different direction)
64. Copies games and play of adults.	(example: baby pats the table if adult pats the table)
69. Tries to get a toy that is out of reach.	(points to toy, reaches for, or crawls to get toy)
74. Watches a moving object without falling while sitting alone.	(example: without falling over, the child can watch a yo-yo swing back and forth)

- **AGE RANGE: 1 year to 1 year, 6 months**

81. Looks for a brief time for a toy that has disappeared.	(example: child looks down at the floor for a few seconds at the spoon he or she has dropped)
84. Shows interest in playing with hands and fingers.	(example: may poke with his or her index finger or bang on a table with his or her hand)
92. Plays with two toys at one time.	(example: holds a block in each hand and bangs the blocks together)
93. Acts shy around strangers.	(example: child may cling to the parent or hide his or her face)
94. Tries to catch moving objects.	(object may be ball rolled to child)
95. Will try to get around things in order to reach an object.	(example: child crawls around a stool to reach the toy on the other side)
96. Understands when he or she is told "no" and "yes".	(example: child doesn't touch oven when told "no")
98. Crawls on his or her hands and knees.	(baby usually crawls forward)
99. Understands the meaning of at least 10 words.	(example: child demonstrates the understanding of the word "ball" by picking the ball up or looking at the ball when adult says, "ball")
100. Stands while holding on to objects or people.	(example: child gets him- or herself to a standing position and remains standing while holding on to the couch or a person)
101. Copies sound made by others.	(example: child may imitate a tongue click or silly sounds)
102. Drinks from a cup with adult help (may spill some).	(cup has no lid on it)

- **AGE RANGE: 1 year to 1 year, 6 months**

(cont.)

106. Signals an adult to have an interesting behavior repeated.	(example: child gives balloon back to adult to have adult blow the balloon up and release it to blow around the room)
115. Takes a small object from a container after seeing it put in by another person.	(example: takes a cheerio from a bowl after seeing someone put the cheerio in the bowl)
121. Moves an object from hand to hand.	(example: child transfers keys from one hand to the other hand)
123. Remembers where some things are kept in the house.	(example: child can get a diaper because the diapers are kept in the same place all the time)
125. Understands "bye-bye".	(example: child waves "bye-bye" when an adult says, "bye-bye")
127. Shows interest in picture books.	(example: child pats the pictures in the books and tries to turn the pages)
132. Shows jealousy.	(example: child may try to pull another child off the parent's lap or cry if his or her parent is playing with another child)
134. Repeats his or her own behavior when laughed at.	(example: child puts a bowl back on his or her head if the action was laughed at the first time)
146. Uses gestures to show "yes(**nods head up and down**)," "no (**nods head side to side**)," and "I want (**points to what he or she wants**)."	
148. Lets someone know wants and needs by gesture (**points to juice**) and/or single words (**says "juice"**).	
150. Stands alone easily.	(example: child stands up on his or her own and remains standing without needing to hold on to a person or furniture)

- **AGE RANGE: 1 year, 6 months to 2 years**

151. Unwraps objects and opens simple boxes.	(example: child can rip the paper and open a simple box)
153. Imitates an action that he or she has seen some time in the past.	(example: child wipes the table with a cloth, as if cleaning or dusting the table)
156. Gives an adult a toy that needs to be turned on or fixed.	(example: child gives an adult a wind-up toy to be wound up)
161. Looks for hidden or lost objects in their familiar places.	(example: child goes to the closet to look for shoes)
171. Uses a container to carry things.	(example: child carries toys in a small basket)
173. Finds one or two objects when they are in a group of many familiar objects.	(example: child finds his or her shoes in a pile of toys)
178. Expresses many different emotions (anger, **tries to hit**; fear, **clings to parent**; surprise, **eyes are wide open**; happiness, **laughs**; sadness, **cries**).	
179. Plays simple games such as "pat-a-cake" with another person.	(example: child holds his or her hands up so that adult can pat them)
180. Sits and listens to stories that are read aloud.	(child listens for about 3 minutes if he or she can look at the pictures and turn the pages)
181. Throws a ball to another person.	(example: child throws a ball in the general direction of another person)
189. Points to pictures of animals.	(example: adult asks "Where's the cow?" and the child points to the picture of the cow)
193. Indicates he or she hears outside environmental sound (car, airplane) and knows what it is without seeing object.	(example: child says "plane" when he or she hears a plane)
204. Can identify his or her reflection in a mirror by saying his or her name.	(example: child sees him- or herself in the mirror and says his or her name when parent asks, "Who is that?")
206. Puts a toy in a specific place when asked to.	(example: child puts toys in the basket when parents asks him or her to do so)
208. Steps over low objects without falling.	(example: without holding on, child can step over a small stuffed animal)
210. Walks up stairs while holding another person's hand.	(child puts both feet on each step)

v

- **AGE RANGE: 1 year, 6 months to 2 years**

(cont.)

216. Throws a ball overhand with some degree of accuracy.	(example: child throws a tennis ball to an adult 3 feet away so that the ball can be caught)
217. Refers to him- or herself by name.	(example: child will say his or her name when shown a picture of him- or herself and parents asks, "Who is that?")
222. Participates in and enjoys nursery rhymes and finger plays.	(example: child plays with fingers and tries to sing along as adult sings "Itsy Bitsy Spider")
223. Tries to start a mechanical toy with some success.	(example: child tries to wind a toy up)
224. Begins to sort objects.	(example: child puts blocks in one pile and cars in another pile)
225. Explores cabinets and drawers.	(example: child opens the kitchen cabinet and pulls out the pots, pans, and bowls)
226. Matches sounds to animals.	(example: child will bark when adult asks, "What does the dog say?")
232. Enjoys rough-and-tumble play.	(example: child enjoys being held upside down, tickled, etc.)
237. Stacks five blocks after seeing someone else do the same thing.	(child may stack the blocks one on top of the other or have 2 blocks as a base)

- **AGE RANGE: 2 years to 2 years, 6 months**

249. Attempts to comfort another person when that person is sad.	(example: child pats the person who is crying)
250. Tries to describe something that has happened to him or her.	(example: child may use 3-4 understandable words and/or point to describe a scraped knee)
253. Protects toys and personal objects.	(example: child does not share toys with another child but keeps toys close by if another child is near)
260. Stacks six blocks after seeing someone else do the same thing.	(child may stack the blocks one on top of the other or have 2 blocks as a base)
272. Becomes jealous when affection is shown to other children.	(example: child whines or pulls on the child who might be sitting in mother's lap)

- **AGE RANGE: 2 years to 2 years, 6 months**

(cont.)

273. Understands the difference between "one" and "all."	(example: child gives one carrot when told, "Give Mommy one carrot.")
274. Asks simple questions using two to three words.	(example: child asks, "Where daddy go?")
275. Tries to say a nursery rhyme or sing a simple song with an adult.	(example: child hums along with the adult until the adult says, "Pop, goes the weasel". The child may say that phrase with the parent.)
280. Acts appropriately when other people are happy (**smiles, laughs**), sad (**quiet**), afraid (**clings to adult**), or angry (**quiet**).	
287. Answers simple questions.	(example: "Where is the ball?")
289. Opens doors.	(child can turn the door handle and push or pull the door open)
293. Expresses his or her own needs by talking in short sentences.	(example: child says, "Want juice.")
294. Insists on doing things independently.	(example: child may fuss if adult tries to help him or her pull socks off)
297. Usually uses (**regular**) plurals (ex. **shoes**) and past tense (ex. **washed**) correctly when speaking.	
298. Uses some verb endings ("-s" for plurals, "-ed" for past, "-ing" for present).	(example: "shoes", "washed", and "swinging")
299. Tells if self is a boy or a girl.	(example: when asked, "Are you a boy?" child can answer "yes" or "no" correctly)
301. Matches to the colors red, blue, green, and yellow.	(example: when shown a red block, the child can find another red item)
304. Understands the meaning of "two".	(example: child gives two kisses when told, "Give Mommy two kisses.")
305. Does not like change; likes rules and rituals.	(example: child is fussy if not allowed to play with his or her usual toys in the bathtub)
307. Uses fingers to show how old he or she is.	(example: child holds up two fingers when asked, "How old are you?")
308. Tries to use scissors to cut paper.	(child may not cut the paper in his or her attempts)

- **AGE RANGE: 2 years to 2 years, 6 months**

(cont.)

309. Repeats sentences or ideas he or she has heard adults say before.	(example: child says, "Go team" when he or she is playing)

- **AGE RANGE: 2 years, 6 months to 3 years**

311. Works a six- to eight-piece puzzle.	(puzzle is in a tray with interlocking pieces)
313. Sorts objects that are not alike, such as silverware and toys.	(example: child can put silverware in one tray and toys in another)
315. Uses four words to make a sentence.	(example: "I want more juice." Grammar may still be childlike)
317. Dresses with some help or supervision.	(child can put on socks and shirt but putting on pants and coat may still require adult's help)
324. Tells what to do when he or she is cold (**"I want blanket."**), tired (**"I want bed."**), or hungry (**"I want cookie."**).	
329. Almost always asks to go the potty when wet.	(example: "I need potty.")

- **AGE RANGE: 3 years to 3 years, 6 months**

332. Speaks in complete short sentences (may have some errors).	(sentences are 3-4 words long. example: "I want 'nother cookie.")
342. Repeats from memory a few simple nursery rhymes, prayers, or songs.	(example: "God is great. God is good." or "Patty cake. Patty cake. Baker's man.")
348. Names the following body parts: fingers, thumbs, toes, neck, stomach.	(child points to the parts named on his or her own body)
354. Uses pronouns (I, he, she, him, your) correctly.	**moved (pronouns) closer to word**
355. Tells another person when he or she is happy, sad, afraid, or angry.	(example: if adult asks, "What is wrong?" child can say, "I am mad.")
359. Matches or points to the colors orange, purple, brown, black.	(example: child points to brown when asked, "Where is brown?")
365. Understands what more/less, next to, front/back mean.	(example: child gives more if adults says, "I want some more popcorn.")
369. Counts by rote from one to ten.	(example: child can count from one to ten)
371. Puts together a small, simple tray puzzle.	(puzzle has 12-15 interlocking pieces in a tray)

- **AGE RANGE: 3 years to 3 years, 6 months**

(cont.)

377. Gallops.	(example: child moves forward with one foot stepping out and the other foot then brought beside the first foot, staying on his or her toes. Child continues in this manner.)
380. Knows what money is used for.	(example: when asked, "What is money used for?", child says, "Buy food.")

- **AGE RANGE: 3 years, 6 months to 4 years**

386. Will pretend in play, using clothes, objects, or toys	(example: child puts on an apron and takes adult's "order". Child pretends to cook and serve food to the adult.)
389. Does not cry or get upset when he or she is left in a strange place (**new class or sitter's house**).	
390. Names a familiar person when told what that person looks like.	(example: child can say "Santa Claus" if Santa Claus is described)

- **AGE RANGE: 4 years to 4 years, 6 months**

394. Makes simple figures from clay or play dough.	(example: child makes snakes and cookies from play dough)
395. Is often fearful in new situations.	(example: child may cry or fuss if left in a different child care class)
400. Dresses without assistance.	(example: child can button clothes and know the front from the back of his or her clothes)
402. Points to his or her name (**first and last**) written on paper.	
406. Builds with toy construction sets (**Lego, Tinkertoys, blocks**).	
408. Plays a simple board game (**Chutes and Ladder or Candy Land**).	
410. Cooperates while playing with others.	(example: child will play house with other children, taking a role and sharing props)
414. Tells what the weather is like.	(example: child can tell if it is cold, hot, raining, or sunny)

- **AGE RANGE: 4 years to 4 years, 6 months**

(cont.)

417. Names the letters of the alphabet in order.	(says or sings the letters of the alphabet)
418. Cuts out simple shapes with scissors such as a circle, square, or triangle.	(the shapes are drawn on the page and the child cuts the shapes out)
420. Properly uses the pronouns his, their, we, us, her.	(example: "His balloon popped.")

- **AGE RANGE: 4 years to 6 years**

422. Names 10 printed letters.	(child says the name of the letter when the letter is shown)
424. Identifies several letters in his or her own name.	(child can say some of the letters of his or her name)
430. Skips.	(example: child alternately steps and hops with each foot while moving forward)
432. Follows a three-part instruction.	(example: "Close the door. Pick up your coat. Hang it on the hook.")
437. Tells one thing he or she does in the afternoon.	(example: "I take a walk with Mommy.")
438. Names items in simple categories such as animals, clothes, food.	(example: child can name "dog", "cat", and "cow" when asked to name animals)
439. Retells a favorite story, fairy tale, joke, or television show.	(child may tell the main parts of the story, The Three Bears)
442. Identifies all the letters found in his or her own name.	(child can say all the letters in his or her first and last name. Child may be looking at his or her name in print or says the letters from memory.)
443. Traces (**copies by following the lines**) all letters of the alphabet.	(usually upper case letters, like A,B,C)
445. Indicates which hand is right or left.	(example: when told, "Show me your right hand.", child can do so)
449. Names at least one favorite television program and knows when it is shown.	(example: child can tell adult that Barney comes on every morning except Saturday and Sunday)
454. Correctly holds a pencil and can write with control.	(writing does not go off the page and child tries to write on the lines of the paper)

- **AGE RANGE: 4 years to 6 years**

(cont.)

455. Identifies a penny, nickel, dime, and quarter.	(example: child names the coins as he or she points to them)
456. Knows how many pieces there are after an apple is cut in half.	(child can tell adult there are two pieces, even if child doesn't see the apple cut in two)
458. Draws a person with at least seven body parts (**such as eyes, ears, nose, mouth, hair, legs, and arms**) that an adult can recognize.	
461. Rides a small bike without help.	(child can mount, pedal, steer, and stop a bike without training wheels)
462. Explains/knows how a crayon and pencil are the same and different.	(example: "You can make marks with both of them but you color with a crayon and you write with a pencil")
463. Can say when another person uses incorrect words or sentences (example: "Me go to the store.").	(child can tell the adult the sentence should be "I go to the store.")
464. Uses (**irregular**) verbs and plurals such as "threw," "sheep," "men," brought."	(example: "He threw the ball to the pitcher.")
470. Cuts out detailed pictures (**figures from a simple coloring book**) and cuts materials other than paper, such as cardboard or cloth.	
472. Draws a person with at least eight body parts (**such as head, arms, legs, trunk, eyes, ears, nose, and fingers**) that an adult can recognize.	

Items from DC Receiving Pictures

- **AGE RANGE: 1 month to 6 months**

Item
4. Lifts his or her head while being held under arms by an adult
8. Raises his or her head and chest while lying on stomach
12. Turns his or her body partly to one side (beginning to roll)
15.Plays with his or her hands
17. Holds a toy (for about 5 seconds) without dropping it
10. Steadily holds up his or her head for 5 seconds when held under arms by an adult

- **AGE RANGE: 6 months to 1 year**

Item
33. Supports some of his or her body weight on legs while being held by an adult
41. Sits when supported by an object or a person
43. Holds up most of his or her body on hands for 5 seconds
51. Picks up an object using his or her fingers and palm of hand
56. Supports most of his or her weight on legs while being held by an adult
58. While on his or her stomach, turns body to face a different direction. (child uses his or her arms to turn his or her body to face a different direction)
61. Sits by him- or herself for at least 1 minute
62. Sits alone for a few minutes while using hands to play with a toy
63. Drops toys and watches them fall
67. Picks up an object using his or her fingers and thumb
7. Drops one or two toys to pick up a third

- **AGE RANGE: 1 year to 1 year, 6 months**

Item
80. Finds half-hidden object
85. Completely supports his or her body on legs while being held by an adult
100. Stands while holding on to objects or people (example: child gets him- or herself to a standing position and remains standing while holding on to the couch or a person)
105. Moves across the floor on his or her bottom
117. Uses his or her thumb and index finger to pick up small objects such as cereal
118. While sitting, turns body to face a different direction
121. Moves an object from hand to hand. (example: child transfers keys from one hand to his or her other hand)

- **AGE RANGE: 1 year to 1 year, 6 months**

145. Crawls up stairs.
147. Picks up small objects using his or her index finger and thumb.

- **AGE RANGE: 1 year, 6 months to 2 years**

Item
151. Unwraps objects and opens simple boxes(example: child can rip the paper and open a simple box)
160. Holds more than one small object in one hand.
162. Marks on paper with a crayon or pencil held in a fist grip.
167. Builds a two-block tower after seeing one built by another person.
172. Places rings on a stacking stick.
177. Can pull a toy to the side while walking.
184. Pulls toys behind while walking.
187. Builds a three-block tower after seeing one built by another person.
191. Imitates scribbling when shown by an adult.
192. Builds a four-block tower after seeing one built by another person.
196. Is able to get objects out of a narrow-necked container.
199. Copies a line drawn up and down when shown how.
200. Crawls down stairs.
215. Uses one object to get another object that is out of reach.
219. Works at getting objects into narrow-necked containers.

- **AGE RANGE: 2 years to 2 years, 6 months**

Item
251. Puts both feet on each step while walking down stairs.
258. Puts objects inside one another from smallest to largest.
260. Stacks six blocks after seeing someone else do the same thing. (child may stack the blocks one on top of the other or have 2 blocks as a base)
268. Stands up straight with heels touching.
288. Plays beside another child but not necessarily with him or her.

- **AGE RANGE: 2 years, 6 months to 3 years**

Item
311. Works a six- to eight-piece puzzle. (puzzle is in a tray with interlocking pieces)
319. Attempts to hold a pencil or crayon in the correct writing position.
321. Builds a block house using at least five blocks.

- **AGE RANGE: 3 years to 3 years, 6 months**

Item
340. Jumps forward on both feet at least three times.
350. Draws a circle and a cross (O, +).
370. Traces a line going up and down.
371. Puts together a small, simple tray puzzle. (puzzle has 12-15 interlocking pieces in a tray)
377. Gallops. (example: child moves forward with first foot stepping out and the second foot then brought beside the first foot, staying on his or her toes. Child continues in this manner.)
379. Correctly holds pencils or crayons to write or draw.

- **AGE RANGE: 3 years, 6 months to 4 years**

Item
383. Catches a large ball with both hands when bounced to him or her.

- **AGE RANGE: 4 years to 4 years, 6 months**

Item
391. Traces at least two simple shapes such as a circle and a square.
392. Copies the following shapes after seeing them drawn by another person: rectangle, triangle.
396. Draws or paints crude but recognizable figures.
411. Copies the following shapes: squares, triangles.

- **AGE RANGE: 4 years to 6 years**

Item
430. Skips.(example: child alternately steps and hops with each foot while moving forward)
454. Correctly holds a pencil and can write with control. (writing does not go off the page and child tries to write on the lines of the paper)

APPENDIX C
CREATED VERSIONS OF DC

CODE

DOCS

Developmental Observation
Checklist System

DEVELOPMENTAL CHECKLIST (DC) PROFILE/RECORD FORM

Section I. Identifying Information

	Year	Month	Day
Date tested	______	______	______
Date of birth	______	______	______
Test age	______	______	______

Examiner: ______________ School: ____________

Section II. Administration Conditions

Circle: Child is Male/Female

Circle: Reading assistance provided: Yes/No

Administration Time: ______________________________

Place tested: ______________________________

Length of time respondent has known child: ______________

Section III. Response Record

Instructions for the Developmental Checklist:

1. The person giving you this booklet will help you get started and tell you the first item to answer.
2. Read the first item. Can your child do what the item says? If your child cannot, count back 5 items and begin again. If your child still cannot do what the item says, count back another 5 and begin.
3. Carefully read each item. Ask yourself if your child can do what the item says. Check (✓) either **Yes** or **No** by each item. If you are uncertain or doubt that you child can do what the item states, check (✓) **No**.
   a. Check (✓) **Yes** for those items that your child can do right now.
   b. Check (✓) **Yes** for those items that your child is beginning to do or did when he or she was younger but has outgrown .
   c. Check (✓) **No** if your child cannot do what the item says. Remember that if you have not seen it or have not heard it, mark **No**.
4. Stop when you check (✓) **No** 5 times in a row.

Section IV. Starting Point

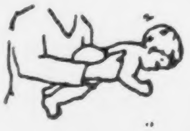
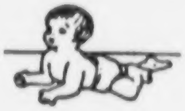
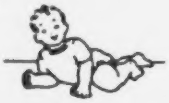
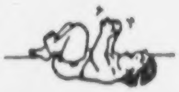
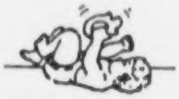
The age of your child determines where you start. The person giving you the DOCS has marked your starting item. The starting items for the DC are as follows:

If your child is -	*Start with item:*
1 month or older	1
6 months or older	30
1 year, 0 months, or older	80
1 year, 6 months, or older	150
2 years, 0 months, or older	240

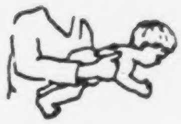
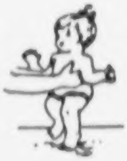
If your child is -	*Start with item:*
2 years, 6 months, or older	310
3 years, 0 months, or older	330
3 years, 6 months, or older	380
4 years, 0 months, or older	390
4 years, 6 months, or older	420

PLEASE NOTE: Your child may exhibit the behavior described in the items in different ways. The examples provided are to clarify the items and are not meant to be all inclusive.

For administrative use

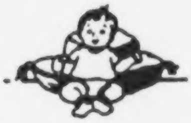
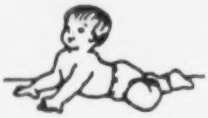
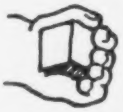
Yes	No		M	S	L	C
		1. Makes noises other than crying. (example: grunting)	1		▨	▨
		2. Has recognizable cries for hunger, anger, and pain.	2		▨	▨
		3. Quits fussing by him- or herself.	3	▨		
		4. Lifts his or her head while being held under arms by an adult. 	▨ 4			
		5. Quiets (stops crying and/or gets still) when he or she sees parent's face.	5	▨		▨
		6. Quits fussing when he or she hears parent's voice.	6	▨	▨	▨
		7. Looks at a person close to him or her for a few seconds.	7			▨
		8. Raises his or her head and chest while lying on stomach. 	▨ 8			
		9. Cries to get attention.	9	▨	▨	
		10. Stops activity when he or she hears voices.	1	▨ 0	▨	
		11. Looks at an object such as a rattle for at least 10 seconds.	1	1		▨
		12. Turns his or her body partly to one side (beginning to roll). 	▨ 1	2		
		13. Smiles when talked to or played with.	1	▨ 3	▨	▨
		14. Expects activity before it happens (sucks before feeding; kicks feet and moves arms before being picked up).	1	▨ 4		▨
		15. Plays with his or her hands. 	▨ 1	5		
		16. Smiles or laughs while being bounced, tossed, or engaged in other forms of physical play.	1	▨ 6	▨	
		17. Holds a toy (for about 5 seconds) without dropping it. 	▨ 1	7		
		18. Moves to see something better. (baby turns his or her head to see a person or object better)	▨ 1	8		▨
		Total for Page 2				

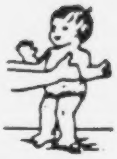
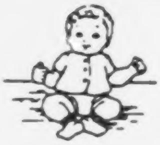
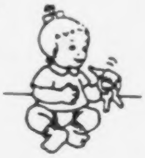
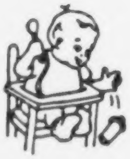
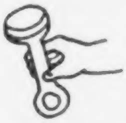
For administrative use

Yes	No		M	S	L	C
		19. Steadily holds up his or her head for 5 seconds when held under arms by an adult 	1 ▨	9		
		20. Returns an adult's smile with a smile and/or cooing sound	2	0 ▨	▨	
		21. Copies parents' facial expressions. (example: parent smiles or sticks his or her tongue out and baby does the same)	2 ▨	1 ▨		▨
		22. Stops crying upon being comforted by his or her parent. (parent holds, pats or rocks the baby)	2	2 ▨		▨
		23. Laughs out loud in response to parent play or when tickled.	2	3 ▨	▨	
		24. Shows that he or she is aware of strangers or new situations. (example: child tries to look at new surroundings or people)	2	4 ▨		▨
		25. Removes blanket or cloth that is covering his or her face.	2 ▨	5		▨
		26. Squeals with delight.	2	6 ▨	▨	
		27. Makes sounds (cooing), especially when with people.	2	7 ▨	▨	
		28. Changes his or her behavior in response to sound(s) in the environment. (example: baby briefly stops his or her movement when the telephone rings)	2	8	▨	▨
		29. Tries to get attention by crying and kicking feet.	2 ▨	9 ▨	▨	▨
		30. Looks for an object that has briefly disappeared (mother, bottle). (baby's eyes look in the area where the object used to be)	3	0		▨
		31. Coos, gurgles, or makes other pleasure sounds when spoken to or played with by another person.	3	1 ▨	▨	
		32. Is interested in his or her image in mirror. (example: baby pats, looks intently, or smiles at his or her image in the mirror)	3	2		▨
		33. Supports some of his or her body weight on legs while being held by an adult. 	3 ▨	3		
		34. Responds to the disappearance of an adult's face. (example: if adult is playing peek-a-boo, child may wave his or her arms or squeal when adult's face is covered)	3	4 ▨		▨
		35. Plays alone with an object for a few minutes.	3	5		▨
		36. Smiles at his or her mirror image.	3	6		▨
		37. Responds when an adult plays peek-a-boo. (baby pulls the cover from the parent's face or from his or her own face)	3	7 ▨	▨	▨
		Total for Page 3				

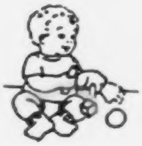
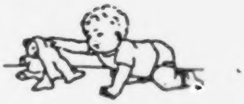
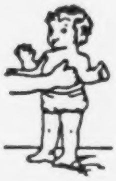
47

For administrative use

Yes	No		M	S	L	C
		38. Tries to touch moving objects.	▨ 3	8		
		39. Reaches for objects beyond his or her reach.	▨ 3	9		▨
		40. Becomes alert and repeats when an adult copies his or her sounds. (example: adult makes a sound the baby made and the baby listens and repeats the sound the adult made)	4	▨ 0	▨	▨
		41. Sits when supported by an object or a person. 	▨ 4	1		
		42. Smiles at parents without parent smiling first.	4	▨ 2		▨
		43. Holds up most of his or her body on hands for 5 seconds. 	▨ 4	3		
		44. Lets parents know when he or she wants to be played with. (baby shouts and increases movement)	4	▨ 4	▨	▨
		45. Turns his or her head from side to side to look at an object.	▨ 4	5		
		46. Indicates a desire to have an adult repeat an enjoyable behavior during play. (example: baby leans in toward parent's face for parent to kiss the baby's face again)	4	▨ 6	▨	▨
		47. Reaches for and touches parents' faces while they are talking.	4	▨ 7	▨	
		48. Rolls onto his or her back.	▨ 4	8		
		49. Responds differently to pleasant and angry voices.	4	▨ 9	▨	
		50. Watches a moving person who is about 6 feet away.	5	0		▨
		51. Picks up an object using his or her fingers and palm of hand. 	▨ 5	1		
		52. Repeats own actions (recognizes when his or her own behavior has caused an action; example: rattles, looks at rattle, rattles again).	5	2		▨
		53. Responds in consistent manner when a parent does a familiar activity (example: gets excited when bathwater is run).	5	3	▨	▨
		54. Plays by him- or herself or with others using toys or other objects.	▨ 5	▨ 4		
		55. Smiles at a familiar person other than parent.	5	▨ 5		▨
		Total for Page 4				

			For administrative use			
Yes	No		M	S	L	C
		56. Supports most of his or her weight on legs while being held by an adult. 	▨ 5	6		
		57. Turns his or her head toward sounds in environment (telephone ring).	5	7	▨	
		58. While on his or her stomach, turns body to face a different direction. (child uses his or her arms to turn his or her body to face a different direction)	▨ 5	8		
		59. Copies an adult's movement such as waving bye-bye or clapping hands.	▨ 5	9	▨	▨
		60. Plays back and forth during baby games (peek-a-boo, making sounds).	6	▨ 0	▨	▨
		61. Sits by him- or herself for at least 1 minute. 	▨ 6	1		
		62. Sits alone for a few minutes while using hands to play with a toy. 	▨ 6	2		
		63. Drops toys and watches them fall. 	6	3		▨
		64. Copies games and play of adults. (example: baby pats the table if adult pats the table)	6	▨ 4		▨
		65. Makes short combinations of sounds like ma-ma, ba-ba, la-la.	6	5	▨	
		66. Holds, bites, and chews a cookies or cracker.	▨ 6	6		
		67. Picks up an object using his or her fingers and thumb. 	▨ 6	7		
		68. Rolls his or her body easily from one direction to another: back to side, back to stomach.	▨ 6	8		
		69. Tries to get a toy that is out of reach. (points to, reaches for, or crawls to toy)	6	9		▨
		70. Shouts for attention.	7	▨ 0	▨	
		71. Moves along the floor on his or her stomach.	▨ 7	1		
		40 Total for Page 5				

For administrative use

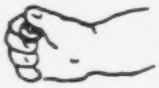
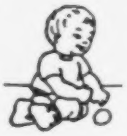
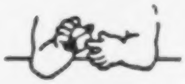
Yes	No		M	S	L	C
		72. Hugs and show affection to parents.	7	2 ▨		
		73. Tries to stop an adult who playfully takes away his or her toy.	7	3 ▨		▨
		74. Watches a moving object without falling while sitting alone. (example: without falling over, the child can watch a yo-yo swing back and forth)	7 ▨	4		
		75. Talks in his or her own language to toys.	7	5	▨	
		76. Show interest at the sight of a new toy.	7	6		▨
		77. Drops one or two toys to pick up a third. 	7	7		▨
		78. Tries to follow parents around the house.	7 ▨	8 ▨		
		79. Raises his or her arms in response to a person gesturing or saying, "Come here" or "Up".	7	9 ▨	▨	
		80. Finds half-hidden object. 	8	0		▨
		81. Looks for a brief time for a toy that has disappeared. (example: child looks down at the floor for a few seconds at the spoon he or she has dropped)	8	1		▨
		82. Moves to a sitting position and sits alone.	8 ▨	2		
		83. Reaches when wanting to be picked up by familiar people.	8	3 ▨	▨	
		84. Shows interest in playing with hands and fingers. (example: may poke with his or her index finger or bang on a table with his or her hand)	8	4		▨
		85. Completely supports his or her body on legs while being held by an adult. 	8 ▨	5		
		86. Babbles (lengthy combinations of sounds) and makes pleasure sounds by him- or herself such as "ba-ba-ba."	8	6	▨	
		87. Enjoys opening and closing boxes.	8 ▨	7 ▨		▨
		88. Plays with an adult and a toy at the same time.	8	8 ▨		▨
		89. Squeezes dolls or toys to make them squeak.	8	9		▨
		90. Takes toys out of open boxes.	9 ▨	0		▨
		91. Responds to the command "Come here."	9	1 ▨	▨	
		Total for Page 6				

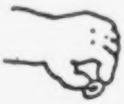
For administrative use

Yes	No		M	S	L	C
		92. Plays with two toys at one time. (example: holds a block in each hand and bangs the blocks together)	▨ 9	2		▨
		93. Acts shy around strangers. (example: child may cling to the parent or hide his or her face)	9	▨ 3		
		94. Tries to catch moving objects. (object may be ball rolled to child)	▨ 9	4		▨
		95. Will try to get around things in order to reach an object. (example: child crawls around a stool to reach the toy on the other side)	▨ 9	5		▨
		96. Understands when he or she is told "no" and "yes". (example: child doesn't touch oven when told "no")	9	▨ 6	▨	
		97. Sits up straight without help for several minutes.	▨ 9	7		
		98. Crawls on his or her hands and knees. (baby usually crawls forward)	▨ 9	8		
		99. Understands the meaning of at least 10 words. (example: child demonstrates the understanding of the word "ball" by picking the ball up or looking at the ball when adult says, "ball")	9	9	▨	▨
		100. Stands while holding on to objects or people. (example: child gets him- or herself to a standing position and remains standing while holding on to the couch or a person)	▨ 1	0	0	
		101. Copies sounds made by others. (example: child may imitate a tongue click or silly sounds)	1	▨ 0	▨ 1	▨
		102. Drinks from a cup (without a lid) with adult help (may spill some).	▨ 1	0	2	
		103. Uses one hand to reach for and pick up an object.	▨ 1	0	3	
		104. Shakes his or her head for "no".	1	▨ 0	▨ 4	
		105. Moves across the floor on his or her bottom.	▨ 1	0	5	
		106. Signals an adult to have an interesting behavior repeated. (example: child gives balloon back to adult to have adult blow the balloon up and release it to fly around the room)	1	0	▨ 6	▨
		107. Searches for a toy that is hidden while he or she is watching.	1	0	7	▨
		108. Plays simple hand games (pat-a-cake).	▨ 1	▨ 0	▨ 8	▨
		109. Looks around corners for something that is lost.	1	0	9	▨
		110. Plays games that require taking turns (rolling a ball back and forth).	1	▨ 1	0	▨
		111. Gives an object to a person when asked.	1	▨ 1	▨ 1	
		112. Puts small objects such as blocks into containers.	▨ 1	1	2	▨
		Total for Page 7				

51

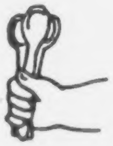
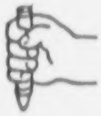
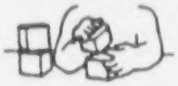
For administrative use

Yes	No		M	S	L	C
____	____	113. Teases others (example: gives cookie to dog and takes it away).	1	▨ 1	3	▨
____	____	114. Hands you a toy if you hold out your hand for it.	▨ 1	▨ 1	4	
____	____	115. Takes a small object from a container after seeing it put in by another person. (example: takes a cheerio from a bowl after seeing someone put the cheerio in the bowl)	▨ 1	1	5	▨
____	____	116. Follows simple directions such as "Pick up your shoe".	1	1	▨ 6	▨
____	____	117. Uses his or her thumb and index finger to pick up small objects such as cereal. 	▨ 1	1	7	
____	____	118. While sitting, turns body to face a different direction. 	▨ 1	1	8	
____	____	119. Pulls up his or her body to a standing position without help.	▨ 1	1	9	
____	____	120. Calls family members by name (examples: "mama," "dada".)	1	▨ 2	▨ 0	▨
____	____	121. Moves an object from hand to hand. (example: child transfers keys from one hand to his or her other hand) 	▨ 1	2	1	
____	____	122. Talks in his or her own language (jabbers).	1	2	▨ 2	
____	____	123. Remembers where some things are kept in the house. (example: child can get a diaper because the diapers are kept in the same place all the time)	1	2	3	▨
____	____	124. Walks while holding onto furniture or objects.	▨ 1	2	4	
____	____	125. Understands "bye-bye". (example: child waves "bye-bye" when an adult says, "bye-bye")	1	▨ 2	▨ 5	▨
____	____	126. Points to a few features on the face (examples: eyes, nose, mouth).	1	2	▨ 6	▨
____	____	127. Shows interest in picture books. (example: child pats the pictures in the books and tries to turn the pages)	1	2	7	▨
____	____	128. Moves to music.	▨ 1	▨ 2	8	
____	____	129. Waves bye-bye at the right time.	1	▨ 2	▨ 9	▨
____	____	130. Tries to repeat words.	1	3	▨ 0	▨
____	____	131. Plays with objects as he or she has seen then used (examples: telephones, comb, fork).	▨ 1	3	1	▨
____	____	132. Shows jealousy. (example: child may try to pull another child off the parent's lap or cry if his or her parent is playing with another child)	1	▨ 3	2	
____	____	133. Turns one or more pages of a book.	▨ 1	3	3	
		Total for Page 8				

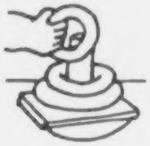
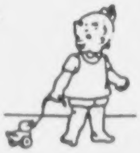
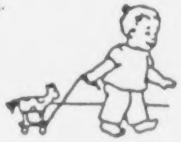
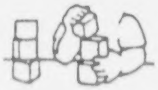
Yes	No		M	S	L	C
		134. Repeats his or her own behavior when laughed at. (example: child puts a bowl back on his or her head if the action was laughed at the first time)	1	▨ 3	4	▨
		135. Says one word that people can understand that always means the same thing (besides "dada" or "mama").	1	3	▨ 5	
		136. Copies another person putting small objects into a container.	▨ 1	3	6	▨
		137. Rolls a ball back and forth with another person.	▨ 1	▨ 3	7	
		138. Takes one or more steps by him- or herself.	▨ 1	3	8	
		139. Walks a few wobbly steps toward an adult when told to "Come here."	▨ 1	3	▨ 9	
		140. Points to an object he or she wants.	1	4	▨ 0	▨
		141. Kisses an adult when asked.	1	▨ 4	▨ 1	
		142. Copies another child's actions.	1	▨ 4	2	▨
		143. Copies adult voice rhythm and facial expressions.	1	4	▨ 3	▨
		144. Tries to put one block on top of another to build a tower.	▨ 1	4	4	
		145. Crawls up stairs.	▨ 1	4	5	
		146. Uses gestures to show "yes (nods head up and down)," "no (nods head side to side)," and "I want (points to what he or she wants)."	1	▨ 4	▨ 6	▨
		147. Picks up small objects using his or her index finger and thumb. 	▨ 1	4	7	
		148. Lets someone know wants and needs by gesture (points to juice) and/or single words (says "juice").	1	▨ 4	▨ 8	
		149. Hugs and kisses a doll or teddy bear.	1	▨ 4	9	▨
		150. Stands alone easily. (example: child stands up on his or her own and remains standing without needing to hold on to a person or furniture)	▨ 1	5	0	
		151. Unwraps objects and opens simple boxes. (example: child can rip the paper and open a simple box)	▨ 1	5	1	▨
		152. Waves "bye-bye" without another person moving his or her hand.	1	▨ 5	▨ 2	
		Total for Page 9				

For administrative use

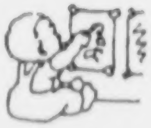
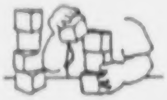
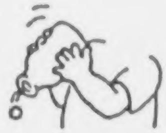
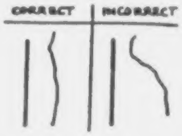
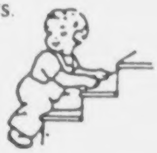
For administrative use

Yes	No		M	S	L	C
		153. Imitates an action that he or she has seen some time in the past. (example: child wipes the table with a cloth, as if cleaning or dusting the table)	1	5	3	
		154. Toddles; walks with legs far apart with or without assistance.	1	5	4	
		155. Avoids objects that might give pain without being reminded.	1	5	5	
		156. Gives an adult a toy that needs to be turned on or fixed. (example: child gives an adult a wind-up toy to be wound up)	1	5	6	
		157. Had a favorite toy or object.	1	5	7	
		158. Mixes jabbering with real words.	1	5	8	
		159. Often cooperates with and enjoys routines such as getting ready for bed, mealtime, or getting dressed.	1	5	9	
		160. Holds more than one small object in one hand. 	1	6	0	
		161. Looks for hidden or lost objects in their familiar places. (example: child goes to the closet to look for shoes)	1	6	1	
		162. Marks on paper with a crayon or pencil held in a fist grip. 	1	6	2	
		163. Combines talking and pointing in order to make wishes known.	1	6	3	
		164. Pulls on string or tablecloth to bring an object closer.	1	6	4	
		165. Brings things to an adult to start a game.	1	6	5	
		166. Pulls off socks and shoes by him- or herself.	1	6	6	
		167. Builds a two-block tower after seeing one built by another person. 	1	6	7	
		168. Searches for a hidden or missing object after just seeing it.	1	6	8	
		169. Points to common objects when named.	1	6	9	
		170. Brings objects from another room when asked.	1	7	0	
		171. Uses a container to carry things. (example: child carries toys in a small basket)	1	7	1	
		Total for Page 10				

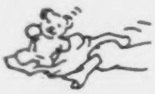
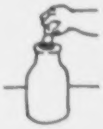
For administrative use

Yes	No		M	S	L	C
		172. Places rings on a stacking stick. 	▨ 1	7	2	
		173. Finds one or two objects when they are in a group of many familiar objects. (example: child finds his or her shoes in a pile of toys)	1	7	▨ 3	▨
		174. Turns pages of a book, not necessarily one at a time.	▨ 1	7	4	
		175. Climbs onto furniture such as a low chair.	▨ 1	7	5	
		176. Shows someone an object when asked, but will not give it to them.	1	▨ 7	▨ 6	
		177. Can pull a toy to the side while walking. 	▨ 1	7	7	
		178. Expresses many different emotions (anger, tries to hit; fear, clings to parent; surprise, eyes are wide open; happiness, laughs; sadness, cries).	1	▨ 7	8	▨
		179. Plays simple games such as "pat-a-cake" with another person. (example: child holds his or her hands up so that adult can pat them)	▨ 1	▨ 7	9	
		180. Sits and listens to stories that are read aloud. (child listens for about 3 minutes if he or she can look at the pictures and turn the pages)	1	▨ 8	▨ 0	
		181. Throws a ball to another person. (example: child throws a ball in the general direction of another person)	▨ 1	▨ 8	1	
		182. Gets around mostly by walking rather than crawling.	▨ 1	8	2	
		183. Kisses picture of toys or animals in books or photographs.	1	▨ 8	3	▨
		184. Pulls toys behind while walking. 	▨ 1	8	4	
		185. Plays by him- or herself.	1	▨ 8	5	
		186. Begins to sing.	1	8	▨ 6	
		187. Builds a three-block tower after seeing one built by another person. 	▨ 1	8	7	▨
		188. Uses handles or knobs to open drawers.	▨ 1	8	8	▨
		189. Points to pictures of animals. (example: adult asks "Where's the cow?" and the child points to the picture of the cow)	1	8	▨ 9	▨
		Total for Page 11				

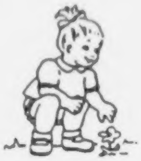
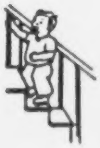
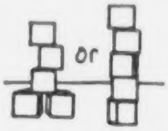
For administrative use

Yes	No		M	S	L	C
____	____	190. Says 10 to 15 different words.	1	9	0	
____	____	191. Imitates scribbling when shown by an adult. 	1	9	1	
____	____	192. Builds a four-block tower after seeing one built by another person. 	1	9	2	
____	____	193. Indicates he or she hears outside environmental sound (car, airplane) and knows what it is without seeing object. (example: child says "plane" when he or she hears a plane)	1	9	3	
____	____	194. Echoes the 1st word spoken.	1	9	4	
____	____	195. Obeys simple directions (example: "Put it on the table").	1	9	5	
____	____	196. Is able to get objects out of a narrow-necked container. 	1	9	6	
____	____	197. Is awkward and occasionally falls when running.	1	9	7	
____	____	198. Uses phrases such as "uh-oh" and "no-no" for emphasis.	1	9	8	
____	____	199. Copies a line drawn up and down when shown how. 	1	9	9	
____	____	200. Crawls down stairs. 	2	0	0	
____	____	201. Drinks from a regular cup without help.	2	0	1	
____	____	202. Copies (says) unknown words (does not have to be accurate).	2	0	2	
____	____	203. Bends over and looks through legs.	2	0	3	
____	____	204. Can identify his or her reflection in a mirror by saying his or her name. (example: child sees him- or herself in the mirror and says his or her name when parent asks, "Who is that?")	2	0	4	
____	____	205. Points to one part of the body such as mouth, hands, tummy, or feet, when asked.	2	0	5	
		Total for Page 12				

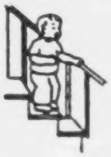
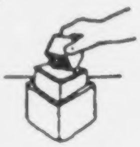
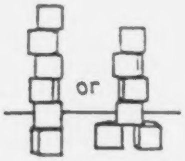
For administrative use

Yes	No		M	S	L	C
		206. Puts a toy in a specific place when asked to. (example: child puts toys in the basket when parent asks him or her to do so)	2	0	6	▨
		207. Briefly stands on one foot while holding another person's hand.	2	0	7	
		208. Steps over low objects without falling. (example: without holding on, child can step over a small stuffed animal)	2	0	8	
		209. Pretends play (examples: uses Kleenex as a blanket for doll, uses block as a truck).	2	0	9	▨
		210. Walks up stairs while holding another person's hand. (child puts both feet on each step)	2	1	0	
		211. Paints or colors using such big arm movements that the drawing sometimes goes off the page.	2	1	1	
		212. Practices new words so that gradually he or she becomes easier to understand.	2	1	2	
		213. Indicates (points, cries) when diapers are wet or dirty.	2	1	3	▨
		214. Puts two words together ("want more").	2	1	4	
		215. Uses one object to get another object that is out of reach. 	2	1	5	▨
		216. Throws a ball overhand with some degree of accuracy. (example: child throws a tennis ball to an adult 3 feet away so that the ball can be caught)	2	1	6	
		217. Refers to him- or herself by name. (example: child will say his or her name when shown a picture of him- or herself and parent asks, "Who is that?")	2	1	7	
		218. Opens containers to get something inside.	2	1	8	▨
		219. Works at getting objects into narrow-necked containers. 	2	1	9	▨
		220. Points or says name when looking at him- or herself in photographs.	2	2	0	▨
		221. Fits smaller objects into larger objects (smaller pots into larger pots).	2	2	1	▨
		222. Participates in and enjoys nursery rhymes and finger plays. (example: child plays with fingers and tries to sing along as adult sings "Itsy Bitsy Spider")	2	2	2	
		223. Tries to start a mechanical toy with some success. (example: child tries to wind up a toy)	2	2	3	▨
		224. Begins to sort objects. (example: child puts blocks in one pile and cars in another pile)	2	2	4	▨
		225. Explores cabinets and drawers. (example: child opens the kitchen cabinet and pulls out the pots, pans, and bowls)	2	2	5	▨
		Total for Page 13				

For administrative use

Yes	No		M	S	L	C
		226. Matches sounds to animals. (example: child will bark when adult asks, "What does the dog say?")	2	2	6 ▨	▨
		227. Plays next to other children but not with them.	2	2 ▨	7	
		228. Names a few pictures.	2	2	8 ▨	
		229. Squats down without falling. 	2 ▨	2	9	
		230. Writes on paper or a chalkboard with pencil, crayon, or chalk.	2 ▨	3	0	
		231. Always uses the names of at least 20 familiar objects.	2	3	1 ▨	
		232. Enjoys rough-and-tumble play. (example: child enjoys being held upside down, tickled, etc.)	2	3 ▨	2	
		233. Points to at least three to five major body parts (leg, arm, hair, hand, head, or foot).	2	3	3 ▨	▨
		234. Runs, but falls sometimes.	2 ▨	3	4	
		235. Puts both feet on each step while walking up stairs. 	2 ▨	3	5	
		236. While holding rail, walks up stairs by him- or herself.	2 ▨	3	6	
		237. Stacks five blocks after seeing someone else do the same thing (child may stack the blocks one on top of the other or have 2 blocks as a base) 	2 ▨	3	7	▨
		238. Gives a toy or other object to another person when asked.	2	3 ▨	8 ▨	
		239. Moves his or her body to music.	2 ▨	3 ▨	9	
		240. Matches objects to pictures.	2	4	0 ▨	▨
		241. Pushes or pulls open a swinging door.	2 ▨	4	1	
		242. Correctly uses the words my and mine.	2	4	2 ▨	
		243. Tries to "fix" a toy or object when it breaks.	2	4	3	▨
		244. Asks for things at the table during mealtime.	2	4 ▨	4 ▨	
		245. Uses words that can be understood by family members over half the time.	2	4	5 ▨	
		246. Does simple household chores such as picking up toys.	2 ▨	4	6	▨
		247. Plays with clay or play dough.	2	4 ▨	7	
		248. Sits on potty or toilet by him- or herself.	2 ▨	4	8	▨
		Total for Page 14				

For administrative use

Yes	No		M	S	L	C
		249. Attempts to comfort another person when that person is sad. (example: child pats the person crying)	2	▨ 4	9	
		250. Tries to describe something that has happened to him or her. (example: child may use 3-4 understandable words and/or point to describe a scraped knee)	2	5	▨ 0	▨
		251. Puts both feet on each step while walking down stairs. 	▨ 2	5	1	
		252. Understands questions beginning with "who" or "where."	2	5	▨ 2	
		253. Protects toys and personal objects. (example: child does not share toys with another child but keeps toys close by if another child is near)	2	▨ 5	3	▨
		254. While holding onto another person or object, hops on one foot at least one time without falling.	▨ 2	5	4	
		255. Jumps one time with both feet off the floor without help.	▨ 2	5	5	
		256. Walks smoothly, without waddling.	▨ 2	5	6	
		257. Sits in a small chair when told to "Sit here."	2	▨ 5	▨ 7	
		258. Puts objects inside one another from smallest to largest. 	▨ 2	5	8	▨
		259. Runs easily without falling.	▨ 2	5	9	
		260. Stacks six blocks after seeing someone else do the same thing. (child may stack the blocks one on top of the other or have 2 blocks as a base) 	▨ 2	6	0	▨
		261. Points to the following parts of the body when asked: hair, tongue, teeth, hands.	2	▨ 6	▨ 1	▨
		262. Marks on paper and does not often go off of page.	▨ 2	6	2	
		263. Stands on tiptoes for at least 1 second.	▨ 2	6	3	
		264. When asked, tells nickname or first name.	2	▨ 6	▨ 4	▨
		265. Takes three steps backwards.	▨ 2	6	5	
		266. Uses 275-300 different and familiar words.	2	6	▨ 6	
		267. Uses two- to three-word phrases and some simple sentences.	2	6	▨ 7	
		Total for Page 15				

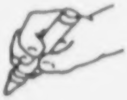
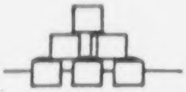
For administrative use

Yes	No		M	S	L	C
		268. Stands up straight with heels touching.	▨ 2	6	8	
		269. Obeys simple directions (example: "Put the doll down").	2	▨ 6	▨ 9	▨
		270. Is shy around strangers.	2	▨ 7	0	
		271. Hits or kicks when angry.	▨ 2	▨ 7	1	
		272. Becomes jealous when affection is shown to other children. (example: child whines or pulls on the child who might be sitting in mother's lap)	2	▨ 7	2	▨
		273. Understands the difference between "one" and "all." (example: child gives one carrot when told, "Give Mommy one carrot.")	2	7	▨ 3	▨
		274. Asks simple questions using two to three words. (example: child asks, "Where daddy go?")	2	7	▨ 4	▨
		275. Tries to say a nursery rhyme or sing a simple song with an adult. (example: child hums along with the adult until the adult says, "Pop, goes the weasel", which the child may say with the parent)	2	▨ 7	▨ 5	▨
		276. While holding rail, walks downstairs by him- or herself.	▨ 2	7	6	
		277. Follows two directions in the correct order such as "Get your coat and come here."	2	7	▨ 7	▨
		278. Goes into a new situation and explores willingly.	2	▨ 7	8	
		279. Climbs on low playground equipment.	▨ 2	7	9	
		280. Acts appropriately when other people are happy (smile, laughter), sad (quiet), afraid (cling to adult), or angry (quiet).	2	▨ 8	0	
		281. Places an object in or under something when asked.	2	8	▨ 1	▨
		282. Plays with other children besides sisters and brothers.	2	▨ 8	2	
		283. Briefly sits and listens to a story that uses pictures.	2	▨ 8	▨ 3	
		284. Throws a ball and watches where it goes.	▨ 2	8	4	▨
		285. May have temper tantrums, throw things, or try to hit other people.	2	▨ 8	5	
		286. Frequently says "no" but will finally cooperate.	2	▨ 8	▨ 6	
		287. Answers simple questions. (example: "Where is the ball?")	2	8	▨ 7	▨
		288. Plays beside another child but not necessarily with him or her.	2	▨ 8	8	
		289. Opens doors. (child can turn the door handle and push or pull the door open)	▨ 2	8	9	
		Total for Page 16				

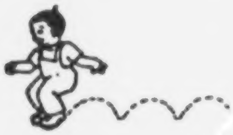
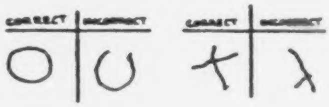
For administrative use

Yes	No		M	S	L	C
		290. Names the following parts of the body: hair, hands, ears, head, legs, arms	2	9	0	
		291. Looks at books with pictures by him- or herself	2	9	1	
		292. Runs well without falling	2	9	2	
		293. Expresses his or her own needs by talking in short sentences. (example: child says, "Want juice.")	2	9	3	
		294. Insists on doing things independently. (example: child may fuss if adult tries to help him or her pull socks off)	2	9	4	
		295. Draws a straight line from top to bottom	2	9	5	
		296. Uses one hand to open and close scissors	2	9	6	
		297. Usually uses regular plurals (ex. shoes) and past tense (ex. washed) correctly when speaking	2	9	7	
		298. Uses some verb endings ("-s" for plurals, as in "shoes"; "-ed" for past, as in "washed"; "-ing" for present, as in "swinging").	2	9	8	
		299. Tells if self is a boy or a girl. (example: when asked, "Are you a boy?" child can answer "yes" or "no" correctly)	2	9	9	
		300. Bends at the waist to pick up something off the floor (does not squat)	3	0	0	
		301. Matches to the colors red, blue, green, and yellow. (example: when shown a red block, the child can find another red item)	3	0	1	
		302. Pulls down his or her pants to use the bathroom	3	0	2	
		303. Draws a line from side to side when shown	3	0	3	
		304. Understands the meaning of "two". (example: child gives two kisses when told, "Give Mommy two kisses.")	3	0	4	
		305. Does not like change; likes rules and rituals. (example: child is fussy if not allowed to play with his or her usual toys in the bathtub)	3	0	5	
		306. Almost always asks to go to the potty for a bowel movement	3	0	6	
		307. Uses fingers to show how old he or she is. (example: child holds up two fingers when asked, "How old are you?")	3	0	7	
		308. Tries to use scissors to cut paper. (child may not cut the paper in his or her attempts)	3	0	8	
		309. Repeats sentences or ideas he or she has heard adults say before. (example: child says, "Go team" when he or she is playing)	3	0	9	
		310. Uses the word "please" when asking for something.	3	1	0	
		311. Works a six- to eight-piece puzzle (puzzle is in a tray with interlocking pieces)	3	1	1	
		Total for Page 17				

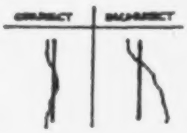
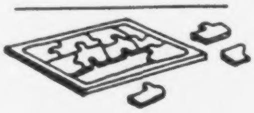
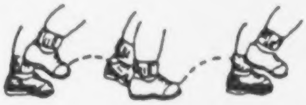
For administrative use

Yes	No		M	S	L	C
		312. Tries to stand on one foot without help	3	1	2	
		313. Sorts objects that are not alike, such as silverware and toys. (example: child can put silverware in one tray and toys in another)	3	1	3	
		314. Uses "thank you" when given something.	3	1	4	
		315. Uses four words to make a sentence. (example: "I want more juice." Way of speaking may still be childlike)	3	1	5	
		316. Walks up stairs with one foot on each step while holding a rail or hand.	3	1	6	
		317. Dresses with some help or supervision. (child can put on socks and shirt but putting on pants and coat may still require adult's help)	3	1	7	
		318. Blows nose with help (makes snorting sound)	3	1	8	
		319. Attempts to hold a pencil or crayon in the correct writing position. 	3	1	9	
		320. Sometimes asks to go to the bathroom when he or she needs to.	3	2	0	
		321. Builds a block house using at least five blocks. 	3	2	1	
		322. Throws a tennis ball at least 6 1/2 feet.	3	2	2	
		323. Catches a large ball bounced to him or her with his or her arms and chest.	3	2	3	
		324. Tells what to do when he or she is cold ("I want blanket."), tired ("I want bed."), or hungry ("I want cookie.").	3	2	4	
		325. Tells how old he or she is when asked.	3	2	5	
		326. Tells about pictures he or she draws or paints.	3	2	6	
		327. Makes pancakes out of clay or play dough.	3	2	7	
		328. Points to the following parts of the body: fingers, thumb, toes, neck.	3	2	8	
		329. Almost always asks to go to the potty when wet. (example: "I need potty.")	3	2	9	
		330. Correctly uses pedals on a tricycle.	3	3	0	
		331. Follows two-part instructions such as "go to the bathroom and wash your hands."	3	3	1	
		332. Speaks in complete short sentences (may have some errors). (sentences are 3-4 words long. example: "I want 'nother cookie.")	3	3	2	
		333. Can go to the bathroom to urinate without help.	3	3	3	
		334. Points to the colors red, blue, green, and yellow when asked.	3	3	4	
		Total for Page 18				

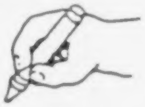
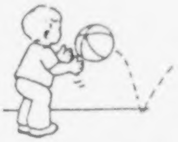
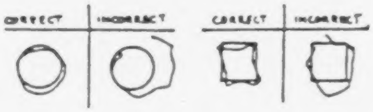
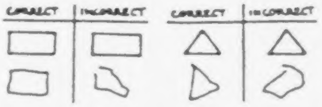
For administrative use

Yes	No		M	S	L	C
		335. Walks down stairs putting one foot on each step while holding another person's hand.	3	3	5	
		336. Takes turns with toys.	3	3	6	
		337. Understands and can identify which of two objects is longer.	3	3	7	
		338. Asks questions using words such as "who," "what," "where".	3	3	8	
		339. Recognizes common signs and what they stand for in the environment (examples: McDonalds, Gulf, Stop).	3	3	9	
		340. Jumps forward on both feet at least three times. 	3	4	0	
		341. Needs little supervision to play with other children.	3	4	1	
		342. Repeats from memory a few simple nursery rhymes, prayers, or songs. (example: "God is great. God is good." or "Pat-a-cake cake. Pat-a-cake cake. Baker's man.")	3	4	2	
		343. Says the names of people he or she sees only once in a while.	3	4	3	
		344. Shares toys with other children when asked by an adult.	3	4	4	
		345. Moves individual body parts to music (examples: tapping foot, clapping hands, hand-motion songs).	3	4	5	
		346. Correctly says "in," "on," or "under" in a phrase of two or three words.	3	4	6	
		347. Tells which of two items is bigger or smaller.	3	4	7	
		348. Names the following body parts: fingers, thumbs, toes, neck, stomach. (child points to the parts named on his or her own body)	3	4	8	
		349. Counts two to three objects (saying the number as he or she touches the object).	3	4	9	
		350. Draws a circle and a cross (○, +). 	3	5	0	
		351. Knows what a telephone is used for.	3	5	1	
		352. Hops on one foot more than once.	3	5	2	
		353. Correctly gives first and last name when asked.	3	5	3	
		354. Uses pronouns (I, he, she, him, your) correctly.	3	5	4	
		355. Tells another person when he or she is happy, sad, afraid, or angry. (example: if adult asks, "What is wrong?" child can say, "I am mad.")	3	5	5	
		356. Names the correct color when shown items of that color (red, blue, green, and yellow).	3	5	6	
		357. Rides a tricycle or big wheel around corners.	3	5	7	
		Total for Page 19				

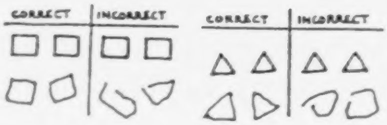
For administrative use

Yes	No		M	S	L	C
		358. Uses time words such as morning, afternoon, and nighttime.	3	5	8	
		359. Matches or points to the colors orange, purple, brown, black. (example: child points to brown when asked, "Where is brown?")	3	5	9	
		360. Exactly repeats a short four-word sentence.	3	6	0	
		361. Almost always is understood by people other than parents.	3	6	1	
		362. Cuts a sheet of paper in two with scissors.	3	6	2	
		363. Uses approximately 1,000 words.	3	6	3	
		364. Points to the following body parts: stomach, chest, back, knee, chin, fingernails.	3	6	4	
		365. Understands what more/less, next to, front/back mean. (example: child gives more if adults says, "I want some more popcorn.")	3	6	5	
		366. Walks on tiptoes at least three steps.	3	6	6	
		367. Uses complete sentences that are usually correct.	3	6	7	
		368. Talks on the telephone to a familiar person.	3	6	8	
		369. Counts by rote from one to ten. (example: child can count from one to ten)	3	6	9	
		370. Traces a line going up and down. 	3	7	0	
		371. Puts together a small, simple tray puzzle. (puzzle has 12-15 interlocking pieces in a tray) 	3	7	1	
		372. Tells one thing he or she did yesterday.	3	7	2	
		373. Walks down stairs without help, putting one foot on each step while holding rail.	3	7	3	
		374. Gives three items when asked (example: "Give me the ball, shoe, and cup").	3	7	4	
		375. Shares toys while playing with other children without being asked.	3	7	5	
		376. Names the following parts of the body: chest, back, knees, chin.	3	7	6	
		377. Gallops. (example: child moves forward with first foot stepping out and the second foot then brought beside the first foot, staying on his or her toes. Child continues in this manner.) 	3	7	7	
		Total for Page 20				

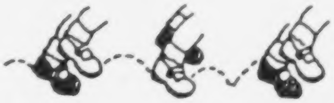
For administrative use

Yes	No		M	S	L	C
		378. Takes two steps toward a large ball and kicks it.	3	7	8	
		379. Correctly holds pencils or crayons to write or draw. 	3	7	9	
		380. Knows what money is used for. (example: when asked, "What is money used for?", child says, "Buy food.")	3	8	0	
		381. When looking at pictures of objects, can point to all items that are in a group (example: "Show me all the animals, food, toys, clothes.)	3	8	1	
		382. Climbs on high playground equipment.	3	8	2	
		383. Catches a large ball with both hands when bounced to him or her. 	3	8	3	
		384. Consistently uses the left or right hand to write, eat, throw an object, or reach for something.	3	8	4	
		385. Listens to a story for at least 5 minutes.	3	8	5	
		386. Will pretend in play, using clothes, objects, or toys. (example: child puts on an apron and takes adult's "order". Child pretends to cook and serve food to the adult.)	3	8	6	
		387. Knows that electrical outlets and light sockets are dangerous.	3	8	7	
		388. Waits for his or her turn while playing games, when reminded.	3	8	8	
		389. Does not cry or get upset when he or she is left in a strange place (new class or sitter's house).	3	8	9	
		390. Names a familiar person when told what that person looks like. (example: child can say "Santa Claus" if Santa Claus is described)	3	9	0	
		391. Traces at least two simple shapes such as a circle and a square. 	3	9	1	
		392. Copies the following shapes after seeing them drawn by another person: rectangle, triangle. 	3	9	2	
		393. Accurately uses the verbs "is" and "are" in sentences or questions.	3	9	3	
		Total for Page 21				

For administrative use

Yes	No		M	S	L	C
		394. Makes simple figures from clay or play dough. (example: child makes "snakes" and "cookies" from play dough)	▨ 3	9	4	▨
		395. Is often fearful in new situations. (example: child may cry or fuss if left in a different child care class)	3	▨ 9	5	
		396. Draws or paints crude but recognizable figures.	▨ 3	9	6	▨
		397. Draws a person with two to three recognizable body parts.	▨ 3	9	▨ 7	▨
		398. Using scissors, cuts out a picture, trying to follow the lines.	▨ 3	9	8	▨
		399. Tells how old he or she will be on his or her next birthday.	3	▨ 9	▨ 9	▨
		400. Dresses without assistance. (example: child can button clothes and put clothes on properly so that shirt and shorts are not on backwards or inside out)	▨ 4	0	0	▨
		401. Asks questions using "how," "why," "do," "does," "can," and "will."	4	▨ 0	▨ 1	▨
		402. Points to his or her name (first and last) written on paper.	4	0	2	▨
		403. Understands words such as "above," "over," "beside" (example: "Put the ball beside the table.").	4	0	▨ 3	▨
		404. Talks so anyone outside the family can understand him or her.	4	▨ 0	▨ 4	
		405. Has friends over to play and plays at other friends' houses.	4	▨ 0	5	
		406. Builds with toy construction sets (Lego, Tinkertoys, blocks).	▨ 4	0	6	
		407. Names the following parts of the body: heels, fingernails, elbows, ankles.	4	0	▨ 7	▨
		408. Plays a simple board game (Chutes and Ladders or Candy Land).	4	▨ 0	8	▨
		409. Understands words "below" and "behind" (example: "Put the bicycle behind the house.").	4	0	▨ 9	▨
		410. Cooperates while playing with others. (example: child will play house with other children, taking a role and sharing props)	4	▨ 1	0	
		411. Copies the following shapes: squares, triangles. 	▨ 4	1	1	▨
		412. Has several friends.	4	▨ 1	2	
		413. Counts five to ten objects.	4	1	▨ 3	▨
		414. Tells what the weather is like. (example: child can tell if it is cold, hot, raining, or sunny)	4	1	▨ 4	▨
		415. Can put a paper clip on a sheet of paper.	▨ 4	1	5	
		416. Takes turns in a conversation with others.	4	▨ 1	▨ 6	
		417. Names the letters of the alphabet in order. (says or sings the letters of the alphabet)	4	1	▨ 7	▨
		418. Cuts out simple shapes with scissors such as a circle, square, or triangle. (the shapes are drawn on the page and the child cuts the shapes out)	▨ 4	1	8	
		Total for Page 22				

For administrative use

Yes	No		M	S	L	C
		419. Writes a few letters of the alphabet by him- or herself.	4	1	9	
		420. Properly uses the pronouns his, their, we, us, her. (example: "His balloon popped.")	4	2	0	
		421. Uses "excuse me" when interrupting other people.	4	2	1	
		422. Names 10 printed letters. (child says the name of the letter when the letter is shown)	4	2	2	
		423. Writes several letters of his or her own first name that an adult can recognize.	4	2	3	
		424. Identifies several letters in his or her own name. (child can say some of the letters of his or her name)	4	2	4	
		425. Draws more than one object that an adult can recognize.	4	2	5	
		426. Tells one thing he or she did the day before yesterday.	4	2	6	
		427. Folds paper in half and creases it.	4	2	7	
		428. Recognizes and reads at least three common signs (Stop, McDonalds) when they are drawn on paper.	4	2	8	
		429. Rides a small two-wheel bike with assistance (training wheels or an adult).	4	2	9	
		430. Skips (example: child alternately steps and hops with each foot while moving forward) 	4	3	0	
		431. Starts a conversation upon meeting friends.	4	3	1	
		432. Follows a three-part instruction. (example: "Close the door. Pick up your coat. Hang it on the hook.")	4	3	2	
		433. Uses words such as "because," "but," "if," in talking.	4	3	3	
		434. Tells what would be found in a forest (trees, animals, woods, pine tree, woodland, a place with trees and birds and animals, etc.).	4	3	4	
		435. Uses an eraser to remove pencil marks.	4	3	5	
		436. Shares toys without being reminded.	4	3	6	
		437. Tells one thing he or she does in the afternoon. (example: "I take a walk with Mommy.")	4	3	7	
		438. Names items in simple categories such as animals, clothes, food. (example: child can name "dog", "cat", and "cow" when asked to name animals)	4	3	8	
		439. Retells a favorite story, fairy tale, joke, or television show. (child may tell the main parts of the story, The Three Bears)	4	3	9	
		440. Draws a person with five to six body parts that an adult can recognize.	4	4	0	
		Total for Page 23				

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For administrative use

Yes	No		M	S	L	C
		441. Tells the month and day of his or her birthday.	4	4	1	▨
		442. Identifies all the letters found in his or her own name. (child can say all the letters in his or her first and last name. Child may do this while looking at his or her name in print or from memory.)	4	4	2	▨
		443. Traces (copies by following the lines) all letters of the alphabet. (usually upper case letters, like A, B, C)	4	4	3	
		444. Tells which number comes after a specified number (example: 9 comes after 8).	4	4	4	▨
		445. Indicates which hand is right or left. (example: when told, "Show me your right hand.", child can do so)	4	4	5	▨
		446. Knows how to correctly answer the phone.	4	4	6	
		447. Makes clay or play dough objects that others recognize.	4	4	7	▨
		448. Catches a tennis ball with both hands when bounced to him or her.	4	4	8	
		449. Names at least one favorite television program and knows when it is shown. (example: child can tell adult that Barney comes on every morning except Saturday and Sunday)	4	4	9	▨
		450. Names the following body parts: jaw, shoulders, hips, wrists.	4	5	0	▨
		451. Uses a key to open a lock.	4	5	1	▨
		452. Waits his or her turn while playing games without being reminded.	5	5	2	
		453. Walks up and down stairs while carrying an object in each hand.	4	5	3	
		454. Correctly holds a pencil and can write with control. (writing does not go off the page and child tries to write on the lines of the paper)	4	5	4	
		455. Identifies a penny, nickel, dime, and quarter. (example: child names the coins as coins are shown)	4	5	5	▨
		456. Knows how many pieces there are after an apple is cut in half. (child can tell adult there are two pieces, even if child is only asked the question and doesn't see the apple cut in two)	4	5	6	▨
		457. Tells his or her phone number when asked.	4	5	7	▨
		458. Draws a person with at least seven body parts (such as eyes, ears, nose, mouth, hair, legs, and arms) that an adult can recognize.	4	5	8	▨
		459. Says the days of the week in the correct order.	4	5	9	▨
		460. Points to all printed letters of the alphabet as they are named.	4	6	0	▨
		461. Rides a small bike without help. (child can mount, pedal, steer, and stop a bike without training wheels)	4	6	1	
		Total for Page 24				

For administrative use

Yes	No		M	S	L	C
		462. Explains/knows how a crayon and pencil are the same and different. (example: "You can make marks with both of them but you color with a crayon and you write with a pencil")	4	▨ 6	▨ 2	▨
		463. Can say when another person uses incorrect words or sentences (example: "Me go to the store."). (child can tell the adult the sentence should be "I go to the store.")	4	▨ 6	▨ 3	
		464. Uses irregular verbs and plurals such as "threw," "sheep," "men," brought." (example: "He threw the ball to the pitcher.")	4	6	▨ 4	▨
		465. Uses the telephone to call someone.	4	▨ 6	▨ 5	
		466. Sharpens a pencil.	▨ 4	6	6	
		467. Names opposite when told "A lemon is sour, sugar is (sweet)."	4	6	▨ 7	▨
		468. Answers the phone, remembers a simple message, and delivers it to the correct person.	4	▨ 6	▨ 8	▨
		469. Tells one thing he or she did last week.	4	6	▨ 9	▨
		470. Cuts out detailed pictures (figures from a simple coloring book) and cuts materials other than paper, such as cardboard or cloth.	▨ 4	7	0	▨
		471. Tells the meaning of at least six common words such as ball, lake, desk, house, banana, cow.	4	7	▨ 1	▨
		472. Draws a person with at least eight body parts (such as head, arms, legs, trunk, eyes, ears, nose, and fingers) that an adult can recognize.	▨ 4	▨ 7	2	▨
		473. Writes his or her first and last name.	▨ 4	7	▨ 3	▨
		474. Reads five or more words without pictures.	4	7	▨ 4	▨
		475. Jumps rope more than once without stopping.	▨ 4	7	5	
		Total for Page 25				

CODE.

SCORE SHEET

	Motor	Social	Language	Cognition	Overall
Summary Page 2					
Summary Page 3					
Summary Page 4					
Summary Page 5					
Summary Page 6					
Summary Page 7					
Summary Page 8					
Summary Page 9					
Summary Page 10					
Summary Page 11					
Summary Page 12					
Summary Page 13					
Summary Page 14					
Summary Page 15					
Summary Page 16					
Summary Page 17					
Summary Page 18					
Summary Page 19					
Summary Page 20					
Summary Page 21					
Summary Page 22					
Summary Page 23					
Summary Page 24					
Summary Page 25					

	Motor	Social	Language	Cognition	Overall
RAW SCORE					
STANDARD SCORE					
PERCENTILE SCORE					
AGE EQUIVALENT SCORE					
NORMAL CURVE EQUIVALENTS					

CODE

DOCS

Developmental Observation
Checklist System

DEVELOPMENTAL CHECKLIST (DC) PROFILE/RECORD FORM

Section I. Identifying Information

	Year	Month	Day
Date tested	______	______	______
Date of birth	______	______	______
Test age	______	______	______

Examiner: ____________ School: ____________

Section II. Administration Conditions

Circle: Child is Male/Female

Circle: Reading assistance provided: Yes/No

Administration Time: ____________________________

Place tested: ____________________________

Length of time respondent has known child: ____________

Section III. Response Record

Instructions for the Developmental Checklist:

1. The person giving you this booklet will help you get started and tell you the first item to answer.
2. Read the first item. Can your child do what the item says? If your child cannot, count back 5 items and begin again. If your child still cannot do what the item says, count back another 5 and begin.
3. Carefully read each item. Ask yourself if your child can do what the item says. Check (✓) either **Yes, Sometimes**, or **Not Yet** by each item. If you are uncertain or doubt that you child can do what the item states, check (✓) **Not Yet**.
    - a. Check (✓) **Yes** for those items that your child can do right now.
    - b. Check (✓) **Sometimes** for those items that your child is beginning to do or did when he or she was younger but has outgrown .
    - c. Check (✓) **Not Yet** if your child cannot do what the item says. Remember that if you have not seen it or have not heard it, mark **Not Yet**.
4. Stop when you check (✓) **Not Yet** 5 times in a row.

Section IV. Starting Point

The age of your child determines where you start. The person giving you the DOCS has marked your starting item. The starting items for the DC are as follows:

If your child is -	*Start with item:*
1 month or older	1
6 months or older	30
1 year, 0 months, or older	80
1 year, 6 months, or older	150
2 years, 0 months, or older	240

If your child is -	*Start with item:*
2 years, 6 months, or older	310
3 years, 0 months, or older	330
3 years, 6 months, or older	380
4 years, 0 months, or older	390
4 years, 6 months, or older	420

PLEASE NOTE: Your child may exhibit the behavior described in the items in different ways. The examples provided are to clarify the items and are not meant to be all inclusive.

For administrative use

Yes	Some-times	Not Yet		M	S	L	C
1			1. Makes noises other than crying.	1		▨	▨
2			2. Has recognizable cries for hunger, anger, and pain.	2		▨	▨
3			3. Quits fussing by him- or herself.	3	▨		
4			4. Lifts his or her head while being held under arms by an adult.	▨ 4			
5			5. Quiets when he or she sees parent's face.	5	▨		▨
6			6. Quits fussing when he or she hears parent's voice.	6	▨	▨	▨
7			7. Looks at a person close to him or her for a few seconds.	7			▨
8			8. Raises his or her head and chest while lying on stomach.	▨ 8			
9			9. Cries to get attention.	9	▨	▨	
10			10. Stops activity when he or she hears voices.	1	▨ 0	▨	
11			11. Looks at an object such as a rattle for at least 10 seconds.	1	1		▨
12			12. Turns his or her body partly to one side (beginning to roll).	▨ 1	2		
13			13. Smiles when talked to or played with.	1	▨ 3	▨	▨
14			14. Expects activity before it happens (sucks before feeding; kicks feet and moves arms before being picked up).	1	▨ 4		▨
15			15. Plays with his or her hands.	▨ 1	5		
16			16. Smiles or laughs while being bounced, tossed, or engaged in other forms of physical play.	1	▨ 6	▨	
17			17. Holds a toy without dropping it.	▨ 1	7		
18			18. Moves to see something better.	▨ 1	8		▨
19			19. Steadily holds up his or her head for 5 seconds when held under arms by an adult.	▨ 1	9		
20			20. Returns an adult's smile with a smile and/or cooing sound.	2	▨ 0	▨	
21			21. Copies parents' facial expressions.	▨ 2	▨ 1		▨
22			22. Stops crying upon being comforted by his or her parent.	2	▨ 2		▨
23			23. Laughs out loud in response to parent play or when tickled.	2	▨ 3	▨	
24			24. Shows that he or she is aware of strangers or new situations.	2	▨ 4		▨
25			25. Removes blanket or cloth that is covering his or her face.	▨ 2	5		▨
26			26. Squeals with delight.	2	▨ 6	▨	
27			27. Makes sounds (cooing), especially when with people.	2	▨ 7	▨	
28			28. Changes his or her behavior in response to sound(s) in the environment.	2	8	▨	▨
29			29. Tries to get attention by crying and kicking feet.	▨ 2	▨ 9	▨	▨
30			30. Looks for an object that has briefly disappeared (mother, bottle).	3	0		▨
31			31. Coos, gurgles, or makes other pleasure sounds when spoken to or played with by another person.	3	▨ 1	▨	
			Total for Page 2				

For administrative use

Yes	Some-times	Not Yet		M	S	L	C
32			32. Is interested in his or her image in mirror.	3	2		▨
33			33. Supports some of his or her body weight on legs while being held by an adult.	▨ 3	3		
34			34. Responds to the disappearance of an adult's face.	3	▨ 4		▨
35			35. Plays alone with an object for a few minutes.	3	5		▨
36			36. Smiles at his or her mirror image.	3	6		▨
37			37. Responds when an adult plays peek-a-boo.	3	▨ 7	▨	▨
38			38. Tries to touch moving objects.	▨ 3	8		
39			39. Reaches for objects beyond his or her reach.	▨ 3	9		▨
40			40. Becomes alert and repeats when an adult copies his or her sounds.	4	▨ 0	▨	▨
41			41. Sits when supported by an object or a person.	▨ 4	1		
42			42. Smiles at parents without parent smiling first.	4	▨ 2		▨
43			43. Holds up most of his or her body on hands for 5 seconds.	▨ 4	3		
44			44. Lets parents know when he or she wants to be played with.	4	▨ 4	▨	▨
45			45. Turns his or her head from side to side to look at an object.	▨ 4	5		
46			46. Indicates a desire to have an adult repeat an enjoyable behavior during play.	4	▨ 6	▨	▨
47			47. Reaches for and touches parents' faces while they are talking.	4	▨ 7	▨	
48			48. Rolls onto his or her back.	▨ 4	8		
49			49. Responds differently to pleasant and angry voices.	4	▨ 9	▨	
50			50. Watches a moving person who is about 6 feet away.	5	0		▨
51			51. Picks up an object using his or her fingers and palm of hand.	▨ 5	1		
52			52. Repeats own actions (recognizes when his or her own behavior has caused an action; example: rattles, looks at rattle, rattles again).	5	2		▨
53			53. Responds in consistent manner when a parent does a familiar activity (example: gets excited when bathwater is run).	5	3	▨	▨
54			54. Plays by him- or herself or with others using toys or other objects.	▨ 5	▨ 4		
55			55. Smiles at a familiar person other than parents	5	▨ 5		▨
56			56. Supports most of his or her weight on legs while being held by an adult.	▨ 5	6		
57			57. Turns his or her head toward sounds in environment (telephone ring).	5	7	▨	
58			58. While on his or her stomach, turns body to face a different direction.	▨ 5	8		
59			59. Copies an adult's movement such as waving bye-bye or clapping hands.	▨ 5	9	▨	▨
60			60. Plays back and forth during baby games (peek-a-boo, making sounds).	6	▨ 0	▨	▨
61			61. Sits by him- or herself for at least 1 minute.	▨ 6	1		
			Total for Page 3				

For administrative use

Yes	Some-times	Not Yet		M	S	L	C
62			62. Sits alone for a few minutes while using hands to play with a toy.	▨ 6	2		
63			63. Drops toys and watches them fall.	6	3		▨
64			64. Copies games and play of adults.	6	▨ 4		▨
65			65. Makes short combinations of sounds like ma-ma, ba-ba, la-la.	6	5	▨	
66			66. Holds, bites, and chews a cookies or cracker.	▨ 6	6		
67			67. Picks up an object using his or her fingers and thumb.	▨ 6	7		
68			68. Rolls his or her body easily from one direction to another: back to side, back to stomach.	▨ 6	8		
69	✓		69. Tries to get a toy that is out of reach.	6	9		▨
70			70. Shouts for attention.	7	▨ 0	▨	
71			71. Moves along the floor on his or her stomach.	▨ 7	1		
72			72. Hugs and show affection to parents.	7	▨ 2		
73			73. Tries to stop an adult who playfully takes away his or her toy.	7	▨ 3		▨
74			74. Watches a moving object without falling while sitting alone.	▨ 7	4		
75			75. Talks in his or her own language to toys.	7	5	▨	
76			76. Show interest at the sight of a new toy.	7	6		▨
77			77. Drops one or two toys to pick up a third.	7	7		▨
78			78. Tries to follow parents around the house.	▨ 7	▨ 8		
79			79. Raises his or her arms in response to a person gesturing or saying, "Come here" or "Up".	7	▨ 9	▨	
80			80. Finds half-hidden object.	8	0		▨
81			81. Looks for a brief time for a toy that has disappeared.	8	1		▨
82			82. Moves to a sitting position and sits alone.	▨ 8	2		
83			83. Reaches when wanting to be picked up by familiar people.	8	▨ 3	▨	
84			84. Shows interest in playing with hands and fingers.	8	4		▨
85			85. Completely supports his or her body on legs while being held by an adult.	▨ 8	5		
86			86. Babbles (lengthy combinations of sounds) and makes pleasure sounds by him- or herself such as "ba-ba-ba."	8	6	▨	
87			87. Enjoys opening and closing boxes.	▨ 8	▨ 7		▨
88			88. Plays with an adult and a toy at the same time.	8	▨ 8		▨
89			89. Squeezes dolls or toys to make them squeak.	8	9		▨
90			90. Takes toys out of open boxes.	▨ 9	0		▨
91			91. Responds to the command "Come here."	9	▨ 1	▨	
92			92. Plays with two toys at one time.	▨ 9	2		▨
			Total for Page 4				

For administrative use

Yes	Sometimes	Not Yet		M	S	L	C
93			93. Acts shy around strangers.	9	3		
94			94. Tries to catch moving objects.	9	4		
95			95. Will try to get around things in order to reach an object.	9	5		
96			96. Understands when he or she is told "no" and "yes".	9	6		
97			97. Sits up straight without help for several minutes.	9	7		
98			98. Crawls on his or her hands and knees.	9	8		
99			99. Understands the meaning of at least 10 words.	9	9		
100			100. Stands while holding on to objects or people.	1	0	0	
101			101. Copies sounds made by others.	1	0	1	
102			102. Drinks from a cup with adult help (may spill some).	1	0	2	
103			103. Uses one hand to reach for and pick up an object.	1	0	3	
104			104. Shakes his or her head for "no".	1	0	4	
105			105. Moves across the floor on his or her bottom.	1	0	5	
106			106. Signals an adult to have an interesting behavior repeated.	1	0	6	
107			107. Searches for a toy that is hidden while he or she is watching.	1	0	7	
108			108. Plays simple hand games (pat-a-cake).	1	0	8	
109			109. Looks around corners for something that is lost.	1	0	9	
110			110. Plays games that require taking turns (rolling a ball back and forth).	1	1	0	
111			111. Gives an object to a person when asked.	1	1	1	
112			112. Puts small objects such as blocks into containers.	1	1	2	
113			113. Teases others (example: gives cookie to dog and takes it away).	1	1	3	
114			114. Hands you a toy if you hold out your hand for it.	1	1	4	
115			115. Takes a small object from a container after seeing it put in by another person.	1	1	5	
116			116. Follows simple directions such as "Pick up your shoe".	1	1	6	
117			117. Uses his or her thumb and index finger to pick up small objects such as cereal.	1	1	7	
118			118. While sitting, turns body to face a different direction.	1	1	8	
119			119. Pulls up his or her body to a standing position without help.	1	1	9	
120			120. Calls family members by name (examples: "mama," "dada".)	1	2	0	
121			121. Moves an object from hand to hand.	1	2	1	
122			122. Talks in his or her own language (jabbers).	1	2	2	
123			123. Remembers where some things are kept in the house.	1	2	3	
124			124. Walks while holding onto furniture or objects.	1	2	4	
			Total for Page 5				

For administrative use

Yes	Some-times	Not Yet		M	S	L	C
125			125. Understands "bye-bye".	1	2	5	▨
126			126. Points to a few features on the face (examples: eyes, nose, mouth).	1	2	6	▨
127			127. Shows interest in picture books.	1	2	7	▨
128			128. Moves to music.	1	2	8	
129			129. Waves bye-bye at the right time.	1	2	9	▨
130			130. Tries to repeat words.	1	3	0	▨
131			131. Plays with objects as he or she has seen then used (examples: telephones, comb, fork).	1	3	1	▨
132			132. Shows jealousy.	1	3	2	
133			133. Turns one or more pages of a book.	1	3	3	
134			134. Repeats his or her own behavior when laughed at.	1	3	4	▨
135			135. Says one word that people can understand that always means the same thing (besides "dada" or "mama").	1	3	5	
136			136. Copies another person putting small objects into a container.	1	3	6	▨
137			137. Rolls a ball back and forth with another person.	1	3	7	
138			138. Takes one or more steps by him- or herself.	1	3	8	
139			139. Walks a few wobbly steps toward an adult when told to "Come here."	1	3	9	
140			140. Points to an object he or she wants.	1	4	0	▨
141			141. Kisses an adult when asked.	1	4	1	
142			142. Copies another child's actions.	1	4	2	▨
143			143. Copies adult voice rhythm and facial expressions.	1	4	3	▨
144			144. Tries to put one block on top of another to build a tower.	1	4	4	
145			145. Crawls up stairs.	1	4	5	
146			146. Uses gestures to show "yes," "no," and "I want."	1	4	6	▨
147			147. Picks up small objects using his or her index finger and thumb.	1	4	7	
148			148. Lets someone know wants and needs by gesture and/or single words.	1	4	8	
149			149. Hugs and kisses a doll or teddy bear.	1	4	9	▨
150			150. Stands alone easily.	1	5	0	
151			151. Unwraps objects and opens simple boxes.	1	5	1	▨
152			152. Waves "bye-bye" without another person moving his or her hand.	1	5	2	
153			153. Imitates an action that he or she has seen some time in the past.	1	5	3	▨
154			154. Toddles; walks with legs far apart with or without assistance.	1	5	4	
155			155. Avoids objects that might give pain without being reminded.	1	5	5	▨
			Total for Page 6				

For administrative use

Yes	Some-times	Not Yet		M	S	L	C
156			156. Gives an adult a toy that needs to be turned on or fixed.	1	5	6	
157			157. Had a favorite toy or object.	1	5	7	
158			158. Mixes jabbering with real words.	1	5	8	
159			159. Often cooperates with and enjoys routines such as getting ready for bed, mealtime, or getting dressed.	1	5	9	
160			160. Holds more than one small object in one hand.	1	6	0	
161			161. Looks for hidden or lost objects in their familiar places.	1	6	1	
162			162. Marks on paper with a crayon or pencil held in a fist grip.	1	6	2	
163			163. Combines talking and pointing in order to make wishes known.	1	6	3	
164			164. Pulls on string or tablecloth to bring an object closer.	1	6	4	
165			165. Brings things to an adult to start a game.	1	6	5	
166			166. Pulls off socks and shoes by him- or herself.	1	6	6	
167			167. Builds a two-block tower after seeing one built by another person.	1	6	7	
168			168. Searches for a hidden or missing object after just seeing it.	1	6	8	
169			169. Points to common objects when named.	1	6	9	
170			170. Brings objects from another room when asked.	1	7	0	
171			171. Uses a container to carry things.	1	7	1	
172			172. Places rings on a stacking stick.	1	7	2	
173			173. Finds one or two objects when they are in a group of many familiar objects.	1	7	3	
174			174. Turns pages of a book, not necessarily one at a time.	1	7	4	
175			175. Climbs onto furniture such as a low chair.	1	7	5	
176			176. Shows someone an object when asked, but will not give it to them.	1	7	6	
177			177. Can pull a toy to the side while walking.	1	7	7	
178			178. Expresses many different emotions (anger, fear, surprise, happiness, sadness).	1	7	8	
179			179. Plays simple games such as "pat-a-cake" with another person.	1	7	9	
180			180. Sits and listens to stories that are read aloud.	1	8	0	
181			181. Throws a ball to another person.	1	8	1	
182			182. Gets around mostly by walking rather than crawling.	1	8	2	
183			183. Kisses picture of toys or animals in books or photographs.	1	8	3	
184			184. Pulls toys behind while walking.	1	8	4	
185			185. Plays by him- or herself.	1	8	5	
186			186. Begins to sing.	1	8	6	
			Total for Page 7				

For administrative use

Yes	Sometimes	Not Yet		M	S	L	C
187			187. Builds a three-block tower after seeing one built by another person.	▨ 1	8	7	▨
188			188. Uses handles or knobs to open drawers.	▨ 1	8	8	▨
186			189. Points to pictures of animals.	1	8	▨ 9	▨
190			190. Says 10 to 15 different words.	1	9	▨ 0	
191			191. Imitates scribbling when shown by an adult.	▨ 1	▨ 9	1	▨
192			192. Builds a four-block tower after seeing one built by another person.	▨ 1	9	2	▨
193			193. Indicates he or she hears outside environmental sound (car, airplane) and knows what it is without seeing object.	1	9	▨ 3	▨
194			194. Echoes the 1st word spoken.	1	9	▨ 4	
195			195. Obeys simple directions (example: "Put it on the table").	1	▨ 9	▨ 5	▨
196			196. Is able to get objects out of a narrow-necked container.	▨ 1	9	6	▨
197			197. Is awkward and occasionally falls when running.	▨ 1	9	7	
198			198. Uses phrases such as "uh-oh" and "no-no" for emphasis.	1	▨ 9	▨ 8	
199			199. Copies a line drawn up and down when shown how.	▨ 1	9	9	
200			200. Crawls down stairs.	▨ 2	0	0	
201			201. Drinks from a regular cup without help.	▨ 2	0	1	
202			202. Copies (says) unknown words (does not have to be accurate).	2	0	▨ 2	▨
203			203. Bends over and looks through legs.	▨ 2	0	3	
204			204. Can identify his or her reflection in a mirror by saying his or her name.	2	▨ 0	▨ 4	▨
205			205. Points to one part of the body such as mouth, hands, tummy, or feet, when asked.	2	0	▨ 5	▨
206			206. Puts a toy in a specific place when asked to.	2	0	▨ 6	▨
207			207. Briefly stands on one foot while holding another person's hand.	▨ 2	0	7	
208			208. Steps over low objects without falling.	▨ 2	0	8	
209			209. Pretends play (examples: uses Kleenex as a blanket for doll, uses block as a truck).	2	▨ 0	9	▨
210			210. Walks up stairs while holding another person's hand.	▨ 2	1	0	
211			211. Paints or colors using such big arm movements that the drawing sometimes goes off the page.	▨ 2	1	1	
212			212. Practices new words so that gradually he or she becomes easier to understand.	2	1	▨ 2	
213			213. Indicates (points, cries) when diapers are wet or dirty.	2	▨ 1	▨ 3	▨
214			214. Puts two words together ("want more").	2	1	▨ 4	
215			215. Uses one object to get another object that is out of reach.	▨ 2	1	5	▨
216			216. Throws a ball overhand with some degree of accuracy.	▨ 2	1	6	
			Total for Page 8				

For administrative use

Yes	Some-times	Not Yet		M	S	L	C
217			217. Refers to him- or herself by name.	2	1	7	
218			218. Opens containers to get something inside.	2	1	8	
219			219. Works at getting objects into narrow-necked containers.	2	1	9	
220			220. Points or says name when looking at him- or herself in photographs.	2	2	0	
221			221. Fits smaller objects into larger objects (smaller pots into larger pots).	2	2	1	
222			222. Participates in and enjoys nursery rhymes and finger plays.	2	2	2	
223			223. Tries to start a mechanical toy with some success.	2	2	3	
224			224. Begins to sort objects.	2	2	4	
225			225. Explores cabinets and drawers.	2	2	5	
226			226. Matches sounds to animals.	2	2	6	
227			227. Plays next to other children but not with them.	2	2	7	
228			228. Names a few pictures.	2	2	8	
229			229. Squats down without falling.	2	2	9	
230			230. Writes on paper or a chalkboard with pencil, crayon, or chalk.	2	3	0	
231			231. Always uses the names of at least 20 familiar objects.	2	3	1	
232			232. Enjoys rough-and-tumble play.	2	3	2	
233			233. Points to at least three to five major body parts (leg, arm, hair, hand, head, or foot).	2	3	3	
234			234. Runs, but falls sometimes.	2	3	4	
235			235. Puts both feet on each step while walking up stairs.	2	3	5	
236			236. While holding rail, walks up stairs by him- or herself.	2	3	6	
237			237. Stacks five blocks after seeing someone else do the same thing.	2	3	7	
238			238. Gives a toy or other object to another person when asked.	2	3	8	
239			239. Moves his or her body to music.	2	3	9	
240			240. Matches objects to pictures.	2	4	0	
241			241. Pushes or pulls open a swinging door.	2	4	1	
242			242. Correctly uses the words my and mine.	2	4	2	
243			243. Tries to "fix" a toy or object when it breaks.	2	4	3	
244			244. Asks for things at the table during mealtime.	2	4	4	
245			245. Uses words that can be understood by family members over half the time.	2	4	5	
246			246. Does simple household chores such as picking up toys.	2	4	6	
247			247. Plays with clay or play dough.	2	4	7	
248			248. Sits on potty or toilet by him- or herself.	2	4	8	
			Total for Page 9				

For administrative use

Yes	Some-times	Not Yet		M	S	L	C
249			249. Attempts to comfort another person when that person is sad.	2	4	9	
250			250. Tries to describe something that has happened to him or her.	2	5	0	▨
251			251. Puts both feet on each step while walking down stairs.	2	5	1	
252			252. Understands questions beginning with "who" or "where."	2	5	2	
253			253. Protects toys and personal objects.	2	5	3	▨
254			254. While holding onto another person or object, hops on one foot at least one time without falling.	2	5	4	
255			255. Jumps one time with both feet off the floor without help.	2	5	5	
256			256. Walks smoothly, without waddling.	2	5	6	
257			257. Sits in a small chair when told to "Sit here."	2	5	7	
258			258. Puts objects inside one another from smallest to largest.	2	5	8	▨
259			259. Runs easily without falling.	2	5	9	
260			260. Stacks six blocks after seeing someone else do the same thing.	2	6	0	▨
261			261. Points to the following parts of the body when asked: hair, tongue, teeth, hands.	2	6	1	▨
262			262. Marks on paper and does not often go off of page.	2	6	2	
263			263. Stands on tiptoes for at least 1 second.	2	6	3	
264			264. When asked, tells nickname or first name.	2	6	4	▨
265			265. Takes three steps backwards.	2	6	5	
266			266. Uses 275-300 different and familiar words.	2	6	6	
267			267. Uses two- to three-word phrases and some simple sentences.	2	6	7	
268			268. Stands up straight with heels touching.	2	6	8	
269			269. Obeys simple directions (example: "Put the doll down").	2	6	9	▨
270			270. Is shy around strangers.	2	7	0	
271			271. Hits or kicks when angry.	2	7	1	
272			272. Becomes jealous when affection is shown to other children.	2	7	2	▨
273			273. Understands the difference between "one" and "all."	2	7	3	▨
274			274. Asks simple questions using two to three words.	2	7	4	▨
275			275. Tries to say a nursery rhyme or sing a simple song with an adult.	2	7	5	▨
276			276. While holding rail, walks downstairs by him- or herself.	2	7	6	
277			277. Follows two directions in the correct order such as "Get your coat and come here."	2	7	7	▨
278			278. Goes into a new situation and explores willingly.	2	7	8	
279			279. Climbs on low playground equipment.	2	7	9	
			Total for Page 10				

For administrative use

Yes	Sometimes	Not Yet		M	S	L	C
280			280. Acts appropriately when other people are happy, sad, afraid, or angry.	2	8	0	
281			281. Places an object in or under something when asked.	2	8	1	
282			282. Plays with other children besides sisters and brothers.	2	8	2	
283			283. Briefly sits and listens to a story that uses pictures.	2	8	3	
284			284. Throws a ball and watches where it goes.	2	8	4	
285			285. May have temper tantrums, throw things, or try to hit other people.	2	8	5	
286			286. Frequently says "no" but will finally cooperate.	2	8	6	
287			287. Answers simple questions.	2	8	7	
288			288. Plays beside another child but not necessarily with him or her.	2	8	8	
289			289. Opens doors.	2	8	9	
290			290. Names the following parts of the body: hair, hands, ears, head, legs, arms.	2	9	0	
291			291. Looks at books with pictures by him- or herself.	2	9	1	
292			292. Runs well without falling.	2	9	2	
293			293. Expresses his or her own needs by talking in short sentences.	2	9	3	
294			294. Insists on doing things independently.	2	9	4	
295			295. Draws a straight line from top to bottom.	2	9	5	
296			296. Uses one hand to open and close scissors.	2	9	6	
297			297. Usually uses plurals and past tense correctly when speaking.	2	9	7	
298			298. Uses some verb endings ("-s" for plurals, "-ed" for past, "-ing" for present).	2	9	8	
299			299. Tells if self is a boy or a girl.	2	9	9	
300			300. Bends at the waist to pick up something off the floor (does not squat).	3	0	0	
301			301. Matches to the colors red, blue, green, and yellow.	3	0	1	
302			302. Pulls down his or her pants to use the bathroom.	3	0	2	
303			303. Draws a line from side to side when shown.	3	0	3	
304			304. Understands the meaning of "two".	3	0	4	
305			305. Does not like change; likes rules and rituals.	3	0	5	
306			306. Almost always asks to go to the potty for a bowel movement.	3	0	6	
307			307. Uses fingers to show how old he or she is.	3	0	7	
308			308. Tries to use scissors to cut paper.	3	0	8	
309			309. Repeats sentences or ideas he or she has heard adults say before.	3	0	9	
310			310. Uses the word "please" when asking for something.	3	1	0	
311			311. Works a six- to eight-piece puzzle.	3	1	1	
			Total for Page 11				

For administrative use

Yes	Some-times	Not Yet		M	S	L	C
312			312. Tries to stand on one foot without help.	3	1	2	
313			313. Sorts objects that are not alike, such as silverware and toys.	3	1	3	
314			314. Uses "thank you" when given something.	3	1	4	
315			315. Uses four words to make a sentence.	3	1	5	
316			316. Walks up stairs with one foot on each step while holding a rail or hand.	3	1	6	
317			317. Dresses with some help or supervision.	3	1	7	
318			318. Blows nose with help (makes snorting sound).	3	1	8	
319			319. Attempts to hold a pencil or crayon in the correct writing position.	3	1	9	
320			320. Sometimes asks to go to the bathroom when he or she needs to.	3	2	0	
321			321. Builds a block house using at least five blocks.	3	2	1	
322			322. Throws a tennis ball at least 6 1/2 feet.	3	2	2	
323			323. Catches a large ball bounced to him or her with his or her arms and chest.	3	2	3	
324			324. Tells what to do when he or she is cold, tired, or hungry.	3	2	4	
325			325. Tells how old he or she is when asked.	3	2	5	
326			326. Tells about pictures he or she draws or paints.	3	2	6	
327			327. Makes pancakes out of clay or play dough.	3	2	7	
328			328. Points to the following parts of the body: fingers, thumb, toes, neck.	3	2	8	
329			329. Almost always asks to go to the potty when wet.	3	2	9	
330			330. Correctly uses pedals on a tricycle.	3	3	0	
331			331. Follows two-part instructions such as "go to the bathroom and wash your hands."	3	3	1	
332			332. Speaks in complete short sentences (may have some errors).	3	3	2	
333			333. Can go to the bathroom to urinate without help.	3	3	3	
334			334. Points to the colors red, blue, green, and yellow when asked.	3	3	4	
335			335. Walks down stairs putting one foot on each step while holding another person's hand.	3	3	5	
336			336. Takes turns with toys.	3	3	6	
337			337. Understands and can identify which of two objects is longer.	3	3	7	
338			338. Asks questions using words such as "who," "what," "where".	3	3	8	
339			339. Recognizes common signs and what they stand for in the environment (examples: McDonalds, Gulf, Stop).	3	3	9	
340			340. Jumps forward on both feet at least three times.	3	4	0	
341			341. Needs little supervision to play with other children.	3	4	1	
342			342. Repeats from memory a few simple nursery rhymes, prayers, or songs.	3	4	2	
			Total for Page 12				

For administrative use

Yes	Sometimes	Not Yet		M	S	L	C
343			343. Says the names of people he or she sees only once in a while.	3	4	3	
344			344. Shares toys with other children when asked by an adult.	3	4	4	
345			345. Moves individual body parts to music (examples: tapping foot, clapping hands, hand-motion songs).	3	4	5	
346			346. Correctly says "in," "on," or "under" in a phrase of two or three words.	3	4	6	
347			347. Tells which of two items is bigger or smaller.	3	4	7	
348			348. Names the following body parts: fingers, thumbs, toes, neck, stomach.	3	4	8	
349			349. Counts two to three objects (saying the number as he or she touches the object).	3	4	9	
350			350. Draws a circle and a cross (○, +).	3	5	0	
351			351. Knows what a telephone is used for.	3	5	1	
352			352. Hops on one foot more than once.	3	5	2	
353			353. Correctly gives first and last name when asked.	3	5	3	
354			354. Uses pronouns correctly (I, he, she, him, your).	3	5	4	
355			355. Tells another person when he or she is happy, sad, afraid, or angry.	3	5	5	
356			356. Names the correct color when shown items of that color (red, blue, green, and yellow).	3	5	6	
357			357. Rides a tricycle or big wheel around corners.	3	5	7	
358			358. Uses time words such as morning, afternoon, and nighttime.	3	5	8	
359			359. Matches or points to the colors orange, purple, brown, black.	3	5	9	
360			360. Exactly repeats a short four-word sentence.	3	6	0	
361			361. Almost always is understood by people other than parents.	3	6	1	
362			362. Cuts a sheet of paper in two with scissors.	3	6	2	
363			363. Uses approximately 1,000 words.	3	6	3	
364			364. Points to the following body parts: stomach, chest, back, knee, chin, fingernails.	3	6	4	
365			365. Understands what more/less, next to, front/back mean.	3	6	5	
366			366. Walks on tiptoes at least three steps.	3	6	6	
367			367. Uses complete sentences that are usually correct.	3	6	7	
368			368. Talks on the telephone to a familiar person.	3	6	8	
369			369. Counts by rote from one to ten.	3	6	9	
370			370. Traces a line going up and down.	3	7	0	
371			371. Puts together a small, simple tray puzzle.	3	7	1	
372			372. Tells one thing he or she did yesterday.	3	7	2	
373			373. Walks down stairs without help, putting one foot on each step while holding rail.	3	7	3	
			Total for Page 13				

For administrative use

Yes	Some-times	Not Yet		M	S	L	C
374			374. Gives three items when asked (example: "Give me the ball, shoe, and cup").	3	7	▨ 4	▨
375			375. Shares toys while playing with other children without being asked.	3	▨ 7	5	
376			376. Names the following parts of the body: chest, back, knees, chin.	3	7	▨ 6	▨
377			377. Gallops.	▨ 3	7	7	
378			378. Takes two steps toward a large ball and kicks it.	▨ 3	7	8	
379			379. Correctly holds pencils or crayons to write or draw.	▨ 3	7	9	
380			380. Knows what money is used for.	3	▨ 8	0	▨
381			381. When looking at pictures of objects, can point to all items that are in a group (example: "Show me all the animals, food, toys, clothes.)	3	8	▨ 1	▨
382			382. Climbs on high playground equipment.	▨ 3	8	2	
383			383. Catches a large ball with both hands when bounced to him or her.	▨ 3	▨ 8	3	
384			384. Consistently uses the left or right hand to write, eat, throw an object, or reach for something.	▨ 3	8	4	
385			385. Listens to a story for at least 5 minutes.	3	8	▨ 5	▨
386			386. Will pretend in play, using clothes, objects, or toys.	3	▨ 8	6	▨
387			387. Knows that electrical outlets and light sockets are dangerous.	3	8	7	▨
388			388. Waits for his or her turn while playing games, when reminded.	3	▨ 8	8	
389			389. Does not cry or get upset when he or she is left in a strange place.	3	▨ 8	9	
390			390. Names a familiar person when told what that person looks like.	3	▨ 9	▨ 0	▨
391			391. Traces at least two simple shapes such as a circle and a square.	▨ 3	9	1	
392			392. Copies the following shapes after seeing them drawn by another person: rectangle, triangle.	▨ 3	9	2	
393			393. Accurately uses the verbs "is" and "are" in sentences or questions.	3	9	▨ 3	▨
394			394. Makes simple figures from clay or play dough.	▨ 3	9	4	▨
395			395. Is often fearful in new situations.	3	▨ 9	5	
396			396. Draws or paints crude but recognizable figures.	▨ 3	9	6	▨
397			397. Draws a person with two to three recognizable body parts.	▨ 3	9	▨ 7	▨
398			398. Using scissors, cuts out a picture, trying to follow the lines.	▨ 3	9	8	▨
399			399. Tells how old he or she will be on his or her next birthday.	3	▨ 9	▨ 9	▨
400			400. Dresses without assistance.	▨ 4	0	0	▨
401			401. Asks questions using "how," "why," "do," "does," "can," and "will."	4	▨ 0	▨ 1	▨
402			402. Points to his or her name written on paper.	4	0	2	▨
			Total for Page 14				

For administrative use

Yes	Sometimes	Not Yet		M	S	L	C
403			403. Understands words such as "above," "over," "beside" (example: "Put the ball beside the table.").	4	0	3	
404			404. Talks so anyone outside the family can understand him or her.	4	0	4	
405			405. Has friends over to play and plays at other friends' houses.	4	0	5	
406			406. Builds with toy construction sets .	4	0	6	
407			407. Names the following parts of the body: heels, fingernails, elbows, ankles.	4	0	7	
408			408. Plays a simple board game.	4	0	8	
409			409. Understands words "below" and "behind" (example: "Put the bicycle behind the house.").	4	0	9	
410			410. Cooperates while playing with others.	4	1	0	
411			411. Copies the following shapes: squares, triangles.	4	1	1	
412			412. Has several friends.	4	1	2	
413			413. Counts five to ten objects.	4	1	3	
414			414. Tells what the weather is like.	4	1	4	
415			415. Can put a paper clip on a sheet of paper.	4	1	5	
416			416. Takes turns in a conversation with others.	4	1	6	
417			417. Names the letters of the alphabet in order.	4	1	7	
418			418. Cuts out simple shapes with scissors such as a circle, square, or triangle.	4	1	8	
419			419. Writes a few letters of the alphabet by him- or herself.	4	1	9	
420			420. Properly uses the pronouns his, their, we, us, her.	4	2	0	
421			421. Uses "excuse me" when interrupting other people.	4	2	1	
422			422. Names 10 printed letters.	4	2	2	
423			423. Writes several letters of his or her own first name that an adult can recognize.	4	2	3	
424			424. Identifies several letters in his or her own name.	4	2	4	
425			425. Draws more than one object that an adult can recognize.	4	2	5	
426			426. Tells one thing he or she did the day before yesterday.	4	2	6	
427			427. Folds paper in half and creases it.	4	2	7	
428			428. Recognizes and reads at least three common signs (Stop, McDonalds) when they are drawn on paper.	4	2	8	
429			429. Rides a small two-wheel bike with assistance (training wheels or an adult).	4	2	9	
430			430. Skips.	4	3	0	
431			431. Starts a conversation upon meeting friends.	4	3	1	
432			432. Follows a three-part instruction.	4	3	2	
			Total for Page 15				

For administrative use

Yes	Some-times	Not Yet		M	S	L	C
433			433. Uses words such as "because," "but," "if," in talking.	4	3	3	
434			434. Tells what would be found in a forest (trees, animals, woods, pine tree, woodland, a place with trees and birds and animals, etc.).	4	3	4	
435			435. Uses an eraser to remove pencil marks.	4	3	5	
436			436. Shares toys without being reminded.	4	3	6	
437			437. Tells one thing he or she does in the afternoon.	4	3	7	
438			438. Names items in simple categories such as animals, clothes, food.	4	3	8	
439			439. Retells a favorite story, fairy tale, joke, or television show.	4	3	9	
440			440. Draws a person with five to six body parts that an adult can recognize.	4	4	0	
441			441. Tells the month and day of his or her birthday.	4	4	1	
442			442. Identifies all the letters found in his or her own name.	4	4	2	
443			443. Traces all letters of the alphabet.	4	4	3	
444			444. Tells which number comes after a specified number (example: 9 comes after 8).	4	4	4	
445			445. Indicates which hand is right or left.	4	4	5	
446			446. Knows how to correctly answer the phone.	4	4	6	
447			447. Makes clay or play dough objects that others recognize.	4	4	7	
448			448. Catches a tennis ball with both hands when bounced to him or her.	4	4	8	
449			449. Names at least one favorite television program and knows when it is shown.	4	4	9	
450			450. Names the following body parts: jaw, shoulders, hips, wrists.	4	5	0	
451			451. Uses a key to open a lock.	4	5	1	
452			452. Waits his or her turn while playing games without being reminded.	5	5	2	
453			453. Walks up and down stairs while carrying an object in each hand.	4	5	3	
454			454. Correctly holds a pencil and can write with control.	4	5	4	
455			455. Identifies a penny, nickel, dime, and quarter.	4	5	5	
456			456. Knows how many pieces there are after an apple is cut in half.	4	5	6	
457			457. Tells his or her phone number when asked.	4	5	7	
458			458. Draws a person with at least seven body parts that an adult can recognize.	4	5	8	
459			459. Says the days of the week in the correct order.	4	5	9	
460			460. Points to all printed letters of the alphabet as they are named.	4	6	0	
461			461. Rides a small bike without help.	4	6	1	
462			462. Explains/knows how a crayon and pencil are the same and different.	4	6	2	
			Total for Page 16				

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Yes	Some-times	Not Yet		For administrative use M	S	L	C
463			463. Can say when another person uses incorrect words or sentences (example: "Me go to the store.").	4	6	3	
464			464. Uses verbs and plurals such as "threw," "sheep," "men," brought."	4	6	4	
465			465. Uses the telephone to call someone.	4	6	5	
466			466. Sharpens a pencil.	4	6	6	
467			467. Names opposite when told "A lemon is sour, sugar is (sweet)."	4	6	7	
468			468. Answers the phone, remembers a simple message, and delivers it to the correct person.	4	6	8	
469			469. Tells one thing he or she did last week.	4	6	9	
470			470. Cuts out detailed pictures and cuts materials other than paper, such as cardboard or cloth.	4	7	0	
471			471. Tells the meaning of at least six common words such as ball, lake, desk, house, banana, cow.	4	7	1	
472			472. Draws a person with at least eight body parts that an adult can recognize.	4	7	2	
473			473. Writes his or her first and last name.	4	7	3	
474			474. Reads five or more words without pictures.	4	7	4	
475			475. Jumps rope more than once without stopping.	4	7	5	
			Total for Page 17				

SCORE SHEET

	Motor	Social	Language	Cognition	Overall
Summary Page 2					
Summary Page 3					
Summary Page 4					
Summary Page 5					
Summary Page 6					
Summary Page 7					
Summary Page 8					
Summary Page 9					
Summary Page 10					
Summary Page 11					
Summary Page 12					
Summary Page 13					
Summary Page 14					
Summary Page 15					
Summary Page 16					
Summary Page 17					

	Motor	Social	Language	Cognition	Overall
RAW SCORE					
STANDARD SCORE					
PERCENTILE SCORE					
AGE EQUIVALENT SCORE					
NORMAL CURVE EQUIVALENTS					

CODE

DOCS

Developmental Observation
Checklist System

DEVELOPMENTAL CHECKLIST (DC) PROFILE/RECORD FORM

Section I. Identifying Information

	Year	Month	Day
Date tested	______	______	______
Date of birth	______	______	______
Test age	______	______	______

Examiner: ____________ School: ____________

Section II. Administration Conditions

Circle: Child is Male/Female

Circle: Reading assistance provided: Yes/No

Administration Time: ______________________________

Place tested: ______________________________

Length of time respondent has known child: ____________

Section III. Response Record

Instructions for the Developmental Checklist:

1. The person giving you this booklet will help you get started and tell you the first item to answer.
2. Read the first item. Can your child do what the item says? If your child cannot, count back 5 items and begin again. If your child still cannot do what the item says, count back another 5 and begin.
3. Carefully read each item. Ask yourself if your child can do what the item says. Check (✓) either **Yes, Sometimes**, or **Not Yet** by each item. If you are uncertain or doubt that you child can do what the item states, check (✓) **Not Yet**.
   a. Check (✓) **Yes** for those items that your child can do right now.
   b. Check (✓) **Sometimes** for those items that your child is beginning to do or did when he or she was younger but has outgrown .
   c. Check (✓) **Not Yet** if your child cannot do what the item says. Remember that if you have not seen it or have not heard it, mark **Not Yet**.
4. Stop when you check (✓) **Not Yet** 5 times in a row.

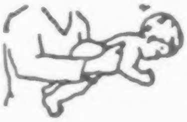
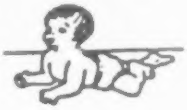
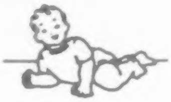
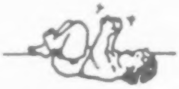
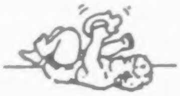
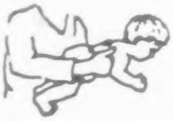
Section IV. Starting Point

The age of your child determines where you start. The person giving you the DOCS has marked your starting item. The starting items for the DC are as follows:

If your child is -	*Start with item:*
1 month or older	1
6 months or older	30
1 year, 0 months, or older	80
1 year, 6 months, or older	150
2 years, 0 months, or older	240

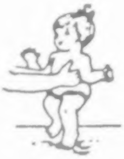
If your child is -	*Start with item:*
2 years, 6 months, or older	310
3 years, 0 months, or older	330
3 years, 6 months, or older	380
4 years, 0 months, or older	390
4 years, 6 months, or older	420

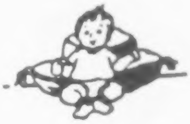
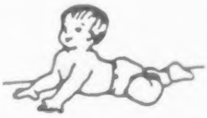
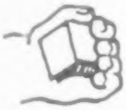
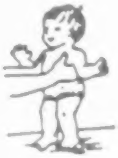
PLEASE NOTE: Your child may exhibit the behavior described in the items in different ways. The examples provided are to clarify the items and are not meant to be all inclusive.

Yes	Sometimes	Not Yet		M	S	L	C
1			1. Makes noises other than crying. (example: grunting)	1		▨	▨
2			2. Has recognizable cries for hunger, anger, and pain.	2		▨	▨
3			3. Quits fussing by him- or herself.	3	▨		
4			4. Lifts his or her head while being held under arms by an adult. 	▨ 4			
5			5. Quiets (stops crying and/or gets still) when he or she sees parent's face.	5	▨		▨
6			6. Quits fussing when he or she hears parent's voice.	6	▨	▨	▨
7			7. Looks at a person close to him or her for a few seconds.	7			▨
8			8. Raises his or her head and chest while lying on stomach. 	▨ 8			
9			9. Cries to get attention.	9	▨	▨	
10			10. Stops activity when he or she hears voices.	1	▨ 0	▨	
11			11. Looks at an object such as a rattle for at least 10 seconds.	1	1		▨
12			12. Turns his or her body partly to one side (beginning to roll). 	▨ 1	2		
13			13. Smiles when talked to or played with.	1	▨ 3	▨	▨
14			14. Expects activity before it happens (sucks before feeding; kicks feet and moves arms before being picked up).	1	▨ 4		▨
15			15. Plays with his or her hands. 	▨ 1	5		
16			16. Smiles or laughs while being bounced, tossed, or engaged in other forms of physical play.	1	▨ 6	▨	
17			17. Holds a toy (for about 5 seconds) without dropping it. 	▨ 1	7		
18			18. Moves to see something better. (baby turns his or her head to see a person or object better)	▨ 1	8		▨
19			19. Steadily holds up his or her head for 5 seconds when held under arms by an adult. 	▨ 1	9		
			Total for Page 2				

For administrative use

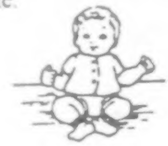
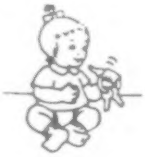
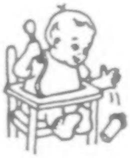
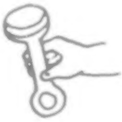
For administrative use

Yes	Sometimes	Not Yet		M	S	L	C
20			20. Returns an adult's smile with a smile and/or cooing sound.	2	▨ 0	▨	
21			21. Copies parents' facial expressions. (example: parent smiles or sticks his or her tongue out and baby does the same)	▨ 2	▨ 1		▨
22			22. Stops crying upon being comforted by his or her parent. (parent holds, pats or rocks the baby)	2	▨ 2		▨
23			23. Laughs out loud in response to parent play or when tickled.	2	▨ 3	▨	
24			24. Shows that he or she is aware of strangers or new situations. (example: child tries to look at new surroundings or people)	2	▨ 4		▨
25			25. Removes blanket or cloth that is covering his or her face.	▨ 2	5		▨
26			26. Squeals with delight.	2	▨ 6	▨	
27			27. Makes sounds (cooing), especially when with people.	2	▨ 7	▨	
28			28. Changes his or her behavior in response to sound(s) in the environment. (example: baby briefly stops his or her movement when the telephone rings)	2	8	▨	▨
29			29. Tries to get attention by crying and kicking feet.	▨ 2	▨ 9	▨	▨
30			30. Looks for an object that has briefly disappeared (mother, bottle). (baby's eyes look in the area where the object used to be)	3	0		▨
31			31. Coos, gurgles, or makes other pleasure sounds when spoken to or played with by another person.	3	▨ 1	▨	
32			32. Is interested in his or her image in mirror. (example: baby pats, looks intently, or smiles at his or her image in the mirror)	3	2		▨
33			33. Supports some of his or her body weight on legs while being held by an adult. 	▨ 3	3		
34			34. Responds to the disappearance of an adult's face. (example: if adult is playing peek-a-boo, child may wave his or her arms or squeal when adult's face is covered)	3	▨ 4		▨
35			35. Plays alone with an object for a few minutes.	3	5		▨
36			36. Smiles at his or her mirror image.	3	6		▨
37			37. Responds when an adult plays peek-a-boo. (baby pulls the cover from the parent's face or from his or her own face)	3	▨ 7	▨	▨
38			38. Tries to touch moving objects.	▨ 3	8		
39			39. Reaches for objects beyond his or her reach.	▨ 3	9		▨
			Total for Page 3				

Yes	Some-times	Not Yet		M	S	L	C
40			40. Becomes alert and repeats when an adult copies his or her sounds. (example: adult makes a sound the baby made and the baby listens and repeats the sound the adult made)	4	0	▨	▨
41			41. Sits when supported by an object or a person. 	4	1		
42			42. Smiles at parents without parents smiling first.	4	2		▨
43			43. Holds up most of his or her body on hands for 5 seconds. 	4	3		
44			44. Lets parents know when he or she wants to be played with. (baby shouts and increases movement)	4	4	▨	▨
45			45. Turns his or her head from side to side to look at an object.	4	5		
46			46. Indicates a desire to have an adult repeat an enjoyable behavior during play. (example: baby leans in toward parent's face for parent to kiss the baby's face again)	4	6	▨	▨
47			47. Reaches for and touches parents' faces while they are talking.	4	7	▨	
48			48. Rolls onto his or her back.	4	8		
49			49. Responds differently to pleasant and angry voices.	4	9	▨	
50			50. Watches a moving person who is about 6 feet away.	5	0		▨
51			51. Picks up an object using his or her fingers and palm of hand. 	5	1		
52			52. Repeats own actions (recognizes when his or her own behavior has caused an action; example: rattles, looks at rattle, rattles again).	5	2		▨
53			53. Responds in consistent manner when a parent does a familiar activity (example: gets excited when bathwater is run).	5	3	▨	▨
54			54. Plays by him- or herself or with others using toys or other objects.	5	4		
55			55. Smiles at a familiar person other than parent.	5	5		▨
56			56. Supports most of his or her weight on legs while being held by an adult. 	5	6		
			Total for Page 4				

For administrative use

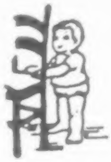
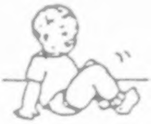
For administrative use

Yes	Some-times	Not Yet		M	S	L	C
57			57. Turns his or her head toward sounds in environment (telephone ring).	5	7		
58			58. While on his or her stomach, turns body to face a different direction. (child uses his or her arms to turn his or her body to face a different direction)	5	8		
59			59. Copies an adult's movement such as waving bye-bye or clapping hands.	5	9		
60			60. Plays back and forth during baby games (peek-a-boo, making sounds).	6	0		
61			61. Sits by him- or herself for at least 1 minute. 	6	1		
62			62. Sits alone for a few minutes while using hands to play with a toy. 	6	2		
63			63. Drops toys and watches them fall. 	6	3		
64			64. Copies games and play of adults. (example: baby pats the table if adult pats the table)	6	4		
65			65. Makes short combinations of sounds like ma-ma, ba-ba, la-la.	6	5		
66			66. Holds, bites, and chews a cookies or cracker.	6	6		
67			67. Picks up an object using his or her fingers and thumb. 	6	7		
68			68. Rolls his or her body easily from one direction to another: back to side, back to stomach.	6	8		
69			69. Tries to get a toy that is out of reach. (points to toy, reaches for, or crawls to get toy)	6	9		
70			70. Shouts for attention.	7	0		
71			71. Moves along the floor on his or her stomach.	7	1		
72			72. Hugs and show affection to parents.	7	2		
73			73. Tries to stop an adult who playfully takes away his or her toy.	7	3		
74			74. Watches a moving object without falling while sitting alone. (example: without falling over, the child can watch a yo-yo swing back and forth)	7	4		
			Total for Page 5				

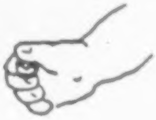
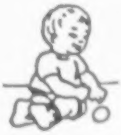
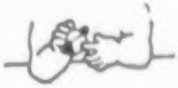
For administrative use

Yes	Some-times	Not Yet		M	S	L	C
75			75. Talks in his or her own language to toys.	7	5	▨	
76			76. Show interest at the sight of a new toy.	7	6		▨
77			77. Drops one or two toys to pick up a third.	7	7		▨
78			78. Tries to follow parents around the house.	▨ 7	▨ 8		
79			79. Raises his or her arms in response to a person gesturing or saying, "Come here" or "Up".	7	▨ 9	▨	
80			80. Finds half-hidden object.	8	0		▨
81			81. Looks for a brief time for a toy that has disappeared. (example: child looks down at the floor for a few seconds at the spoon he or she has dropped)	8	1		▨
82			82. Moves to a sitting position and sits alone.	▨ 8	2		
83			83. Reaches when wanting to be picked up by familiar people.	8	▨ 3	▨	
84			84. Shows interest in playing with hands and fingers. (example: may poke with his or her index finger or bang on a table with his or her hand)	8	4		▨
85			85. Completely supports his or her body on legs while being held by an adult.	▨ 8	5		
86			86. Babbles (lengthy combinations of sounds) and makes pleasure sounds by him- or herself such as "ba-ba-ba."	8	6	▨	
87			87. Enjoys opening and closing boxes.	▨ 8	▨ 7		▨
88			88. Plays with an adult and a toy at the same time.	8	▨ 8		▨
89			89. Squeezes dolls or toys to make them squeak.	8	9		▨
90			90. Takes toys out of open boxes.	▨ 9	0		▨
91			91. Responds to the command "Come here."	9	▨ 1	▨	
92			92. Plays with two toys at one time. (example: holds a block in each hand and bangs the blocks together)	▨ 9	2		▨
93			93. Acts shy around strangers. (example: child may cling to the parent or hide his or her face)	9	▨ 3		
			Total for Page 6				

For administrative use

Yes	Some-times	Not Yet		M	S	L	C
94			94. Tries to catch moving objects. (object may be ball rolled to child)	9	4		
95			95. Will try to get around things in order to reach an object. (example: child crawls around a stool to reach the toy on the other side)	9	5		
96			96. Understands when he or she is told "no" and "yes". (example: child doesn't touch oven when told "no")	9	6		
97			97. Sits up straight without help for several minutes.	9	7		
98			98. Crawls on his or her hands and knees. (baby usually crawls forward)	9	8		
99			99. Understands the meaning of at least 10 words. (example: child demonstrates the understanding of the word "ball" by picking the ball up or looking at the ball when adult says, "ball")	9	9		
100			100. Stands while holding on to objects or people. (example: child gets him- or herself to a standing position and remains standing while holding on to the couch or a person) 	1	0	0	
101			101. Copies sounds made by others. (example: child may imitate a tongue click or silly sounds)	1	0	1	
102			102. Drinks from a cup (without a lid) with adult help (may spill some).	1	0	2	
103			103. Uses one hand to reach for and pick up an object.	1	0	3	
104			104. Shakes his or her head for "no".	1	0	4	
105			105. Moves across the floor on his or her bottom. 	1	0	5	
106			106. Signals an adult to have an interesting behavior repeated. (example: child gives balloon back to adult to have adult blow the balloon up and release it to fly around the room)	1	0	6	
107			107. Searches for a toy that is hidden while he or she is watching.	1	0	7	
108			108. Plays simple hand games (pat-a-cake).	1	0	8	
109			109. Looks around corners for something that is lost.	1	0	9	
110			110. Plays games that require taking turns (rolling a ball back and forth).	1	1	0	
111			111. Gives an object to a person when asked.	1	1	1	
112			112. Puts small objects such as blocks into containers.	1	1	2	
113			113. Teases others (example: gives cookie to dog and takes it away).	1	1	3	
114			114. Hands you a toy if you hold out your hand for it.	1	1	4	
			Total for Page 7				

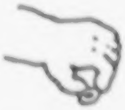
BEST COPY AVAILABLE

Yes	Sometimes	Not Yet		M	S	L	C
115			115. Takes a small object from a container after seeing it put in by another person. (example: takes a cheerio from a bowl after seeing someone put the cheerio in the bowl)	1	1	5	
116			116. Follows simple directions such as "Pick up your shoe".	1	1	6	
117			117. Uses his or her thumb and index finger to pick up small objects such as cereal. 	1	1	7	
118			118. While sitting, turns body to face a different direction. 	1	1	8	
119			119. Pulls up his or her body to a standing position without help.	1	1	9	
120			120. Calls family members by name (examples: "mama," "dada".)	1	2	0	
121			121. Moves an object from hand to hand. (example: child transfers keys from one hand to his or her other hand) 	1	2	1	
122			122. Talks in his or her own language (jabbers).	1	2	2	
123			123. Remembers where some things are kept in the house. (example: child can get a diaper because the diapers are kept in the same place all the time)	1	2	3	
124			124. Walks while holding onto furniture or objects.	1	2	4	
125			125. Understands "bye-bye". (example: child waves "bye-bye" when an adult says, "bye-bye")	1	2	5	
126			126. Points to a few features on the face (examples: eyes, nose, mouth).	1	2	6	
127			127. Shows interest in picture books. (example: child pats the pictures in the books and tries to turn the pages)	1	2	7	
128			128. Moves to music.	1	2	8	
129			129. Waves bye-bye at the right time.	1	2	9	
130			130. Tries to repeat words.	1	3	0	
131			131. Plays with objects as he or she has seen then used (examples: telephones, comb, fork).	1	3	1	
132			132. Shows jealousy. (example: child may try to pull another child off the parent's lap or cry if his or her parent is playing with another child)	1	3	2	
133			133. Turns one or more pages of a book.	1	3	3	
134			134. Repeats his or her own behavior when laughed at. (example: child puts a bowl back on his or her head if the action was laughed at the first time)	1	3	4	
			Total for Page 8				

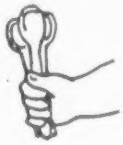
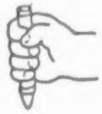
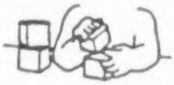
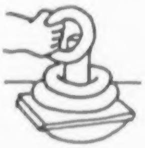
For administrative use

BEST COPY AVAILABLE

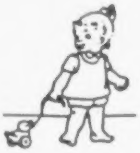
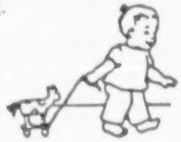
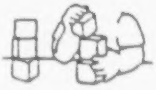
For administrative use

Yes	Sometimes	Not Yet		M	S	L	C
135			135. Says one word that people can understand that always means the same thing (besides "dada" or "mama").	1	3	▨ 5	
136			136. Copies another person putting small objects into a container.	▨ 1	3	6	▨
137			137. Rolls a ball back and forth with another person.	▨ 1	▨ 3	7	
138			138. Takes one or more steps by him- or herself.	▨ 1	3	8	
139			139. Walks a few wobbly steps toward an adult when told to "Come here."	▨ 1	3	▨ 9	
140			140. Points to an object he or she wants.	1	4	▨ 0	▨
141			141. Kisses an adult when asked.	1	▨ 4	▨ 1	
142			142. Copies another child's actions.	1	▨ 4	2	▨
143			143. Copies adult voice rhythm and facial expressions.	1	4	▨ 3	▨
144			144. Tries to put one block on top of another to build a tower.	▨ 1	4	4	
145			145. Crawls up stairs.	▨ 1	4	5	
146			146. Uses gestures to show "yes (nods head up and down)," "no (nods head side to side)," and "I want (points to what he or she wants)."	1	▨ 4	▨ 6	▨
147			147. Picks up small objects using his or her index finger and thumb. 	▨ 1	4	7	
148			148. Lets someone know wants and needs by gesture (points to juice) and/or single words (says "juice").	1	▨ 4	▨ 8	
149			149. Hugs and kisses a doll or teddy bear.	1	▨ 4	9	▨
150			150. Stands alone easily. (example: child stands up on his or her own and remains standing without needing to hold on to a person or furniture)	▨ 1	5	0	
151			151. Unwraps objects and opens simple boxes. (example: child can rip the paper and open a simple box)	▨ 1	5	1	▨
152			152. Waves "bye-bye" without another person moving his or her hand.	1	▨ 5	▨ 2	
153			153. Imitates an action that he or she has seen some time in the past. (example: child wipes the table with a cloth, as if cleaning or dusting the table)	1	5	3	▨
154			154. Toddles; walks with legs far apart with or without assistance.	▨ 1	5	4	
			Total for Page 9				

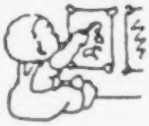
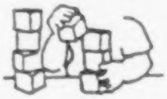
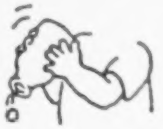
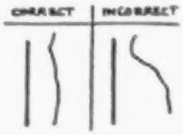
For administrative use

Yes	Some-times	Not Yet		M	S	L	C
155			155. Avoids objects that might give pain without being reminded.	1	5	5	
156			156. Gives an adult a toy that needs to be turned on or fixed. (example: child gives an adult a wind-up toy to be wound up)	1	5	6	
157			157. Had a favorite toy or object.	1	5	7	
158			158. Mixes jabbering with real words.	1	5	8	
159			159. Often cooperates with and enjoys routines such as getting ready for bed, mealtime, or getting dressed.	1	5	9	
160			160. Holds more than one small object in one hand. 	1	6	0	
161			161. Looks for hidden or lost objects in their familiar places. (example: child goes to the closet to look for shoes)	1	6	1	
162			162. Marks on paper with a crayon or pencil held in a fist grip. 	1	6	2	
163			163. Combines talking and pointing in order to make wishes known.	1	6	3	
164			164. Pulls on string or tablecloth to bring an object closer.	1	6	4	
165			165. Brings things to an adult to start a game.	1	6	5	
166			166. Pulls off socks and shoes by him- or herself.	1	6	6	
167			167. Builds a two-block tower after seeing one built by another person. 	1	6	7	
168			168. Searches for a hidden or missing object after just seeing it.	1	6	8	
169			169. Points to common objects when named.	1	6	9	
170			170. Brings objects from another room when asked.	1	7	0	
171			171. Uses a container to carry things. (example: child carries toys in a small basket)	1	7	1	
172			172. Places rings on a stacking stick. 	1	7	2	
			Total for Page 10				

For administrative use

Yes	Sometimes	Not Yet		M	S	L	C
173			173. Finds one or two objects when they are in a group of many familiar objects. (example: child finds his or her shoes in a pile of toys)	1	7	▨ 3	▨
174			174. Turns pages of a book, not necessarily one at a time.	▨ 1	7	4	
175			175. Climbs onto furniture such as a low chair.	▨ 1	7	5	
176			176. Shows someone an object when asked, but will not give it to them.	1	▨ 7	▨ 6	
177			177. Can pull a toy to the side while walking. 	▨ 1	7	7	
178			178. Expresses many different emotions (anger, tries to hit; fear, clings to parent; surprise, eyes are wide open; happiness, laughs; sadness, cries).	1	▨ 7	8	▨
179			179. Plays simple games such as "pat-a-cake" with another person. (example: child holds his or her hands up so that adult can pat them)	▨ 1	▨ 7	9	
180			180. Sits and listens to stories that are read aloud. (child listens for about 3 minutes if he or she can look at the pictures and turn the pages)	1	▨ 8	▨ 0	
181			181. Throws a ball to another person. (example: child throws a ball in the general direction of another person)	▨ 1	▨ 8	1	
182			182. Gets around mostly by walking rather than crawling.	▨ 1	8	2	
183			183. Kisses picture of toys or animals in books or photographs.	1	▨ 8	3	▨
184			184. Pulls toys behind while walking. 	▨ 1	8	4	
185			185. Plays by him- or herself.	1	▨ 8	5	
186			186. Begins to sing.	1	8	▨ 6	
187			187. Builds a three-block tower after seeing one built by another person. 	▨ 1	8	7	▨
188			188. Uses handles or knobs to open drawers.	▨ 1	8	8	▨
189			189. Points to pictures of animals. (example: adult asks "Where's the cow?" and the child points to the picture of the cow)	1	8	▨ 9	▨
190			190. Says 10 to 15 different words.	1	9	▨ 0	
			Total for Page 11				

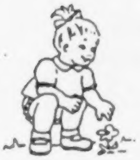
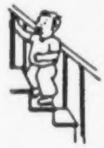
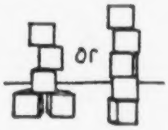
For administrative use

Yes	Some-times	Not Yet		M	S	L	C
191			191. Imitates scribbling when shown by an adult. 	1	9	1	▨
192			192. Builds a four-block tower after seeing one built by another person. 	1	9	2	▨
193			193. Indicates he or she hears outside environmental sound (car, airplane) and knows what it is without seeing object. (example: child says "plane" when he or she hears a plane)	1	9	3	▨
194			194. Echoes the 1st word spoken.	1	9	4	
195			195. Obeys simple directions (example: "Put it on the table").	1	9	5	▨
196			196. Is able to get objects out of a narrow-necked container. 	1	9	6	▨
197			197. Is awkward and occasionally falls when running.	1	9	7	
198			198. Uses phrases such as "uh-oh" and "no-no" for emphasis.	1	9	8	
199			199. Copies a line drawn up and down when shown how. 	1	9	9	
200			200. Crawls down stairs.	2	0	0	
201			201. Drinks from a regular cup without help.	2	0	1	
202			202. Copies (says) unknown words (does not have to be accurate).	2	0	2	▨
203			203. Bends over and looks through legs.	2	0	3	
204			204. Can identify his or her reflection in a mirror by saying his or her name. (example: child sees him- or herself in the mirror and says his or her name when parent asks, "Who is that?")	2	0	4	▨
205			205. Points to one part of the body such as mouth, hands, tummy, or feet, when asked.	2	0	5	▨
206			206. Puts a toy in a specific place when asked to. (example: child puts toys in the basket when parents asks him or her to do so)	2	0	6	▨
			Total for Page 12				

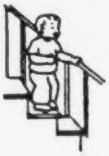
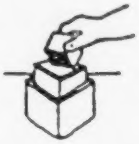
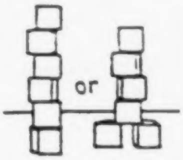
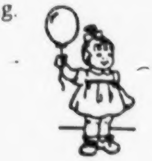
For administrative use

Yes	Sometimes	Not Yet		M	S	L	C
207			207. Briefly stands on one foot while holding another person's hand.	▨ 2	0	7	
208			208. Steps over low objects without falling. (example: without holding on, child can step over a small stuffed animal)	▨ 2	0	8	
209			209. Pretends play (examples: uses Kleenex as a blanket for doll, uses block as a truck).	2	▨ 0	9	▨
210			210. Walks up stairs while holding another person's hand. (child puts both feet on each step)	▨ 2	1	0	
211			211. Paints or colors using such big arm movements that the drawing sometimes goes off the page.	▨ 2	1	1	
212			212. Practices new words so that gradually he or she becomes easier to understand.	2	1	▨ 2	
213			213. Indicates (points, cries) when diapers are wet or dirty.	2	▨ 1	▨ 3	▨
214			214. Puts two words together ("want more").	2	1	▨ 4	
215			215. Uses one object to get another object that is out of reach.	▨ 2	1	5	▨
216			216. Throws a ball overhand with some degree of accuracy. (example: child throws a tennis ball to an adult 3 feet away so that the ball can be caught)	▨ 2	1	6	
217			217. Refers to him- or herself by name. (example: child will say his or her name when shown a picture of him- or herself and parents asks, "Who is that?")	2	▨ 1	▨ 7	
218			218. Opens containers to get something inside.	▨ 2	1	8	▨
219			219. Works at getting objects into narrow-necked containers.	▨ 2	1	9	▨
220			220. Points or says name when looking at him- or herself in photographs.	2	2	▨ 0	▨
221			221. Fits smaller objects into larger objects (smaller pots into larger pots).	▨ 2	2	1	▨
222			222. Participates in and enjoys nursery rhymes and finger plays. (example: child plays with fingers and tries to sing along as adult sings "Itsy Bitsy Spider")	2	▨ 2	2	
223			223. Tries to start a mechanical toy with some success. (example: child tries to wind up a toy)	▨ 2	2	3	▨
224			224. Begins to sort objects. (example: child puts blocks in one pile and cars in another pile)	2	2	▨ 4	▨
225			225. Explores cabinets and drawers. (example: child opens the kitchen cabinet and pulls out the pots, pans, and bowls)	2	2	5	▨
226			226. Matches sounds to animals. (example: child will bark when adult asks, "What does the dog say?")	2	2	▨ 6	▨
227			227. Plays next to other children but not with them.	2	▨ 2	7	
			Total for Page 13				

For administrative use

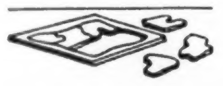
Yes	Some-times	Not Yet		M	S	L	C
228			228. Names a few pictures.	2	2	▨ 8	
229			229. Squats down without falling. 	▨ 2	2	9	
230			230. Writes on paper or a chalkboard with pencil, crayon, or chalk.	▨ 2	3	0	
231			231. Always uses the names of at least 20 familiar objects.	2	3	▨ 1	
232			232. Enjoys rough-and-tumble play. (example: child enjoys being held upside down, tickled, etc.)	2	▨ 3	2	
233			233. Points to at least three to five major body parts (leg, arm, hair, hand, head, or foot).	2	3	▨ 3	▨
234			234. Runs, but falls sometimes.	▨ 2	3	4	
235			235. Puts both feet on each step while walking up stairs. 	▨ 2	3	5	
236			236. While holding rail, walks up stairs by him- or herself.	▨ 2	3	6	
237			237. Stacks five blocks after seeing someone else do the same thing. (child may stack the blocks one on top of the other or have 2 blocks as a base) 	▨ 2	3	7	▨
238			238. Gives a toy or other object to another person when asked.	2	▨ 3	▨ 8	
239			239. Moves his or her body to music.	▨ 2	▨ 3	9	
240			240. Matches objects to pictures.	2	4	▨ 0	▨
241			241. Pushes or pulls open a swinging door.	▨ 2	4	1	
242			242. Correctly uses the words my and mine.	2	4	▨ 2	
243			243. Tries to "fix" a toy or object when it breaks.	2	4	3	▨
244			244. Asks for things at the table during mealtime.	2	▨ 4	▨ 4	
245			245. Uses words that can be understood by family members over half the time.	2	4	▨ 5	
246			246. Does simple household chores such as picking up toys.	▨ 2	4	6	▨
247			247. Plays with clay or play dough.	2	▨ 4	7	
248			248. Sits on potty or toilet by him- or herself.	▨ 2	4	8	▨
249			249. Attempts to comfort another person when that person is sad. (example: child pats the person crying)	2	▨ 4	9	
			Total for Page 14				

For administrative use

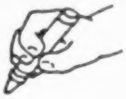
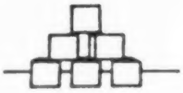
Yes	Some-times	Not Yet		M	S	L	C
250			250. Tries to describe something that has happened to him or her. (example: child may use 3-4 understandable words and/or point to describe a scraped knee)	2	5	▨ 0	▨
251			251. Puts both feet on each step while walking down stairs. 	▨ 2	5	1	
252			252. Understands questions beginning with "who" or "where."	2	5	▨ 2	
253			253. Protects toys and personal objects. (example: child does not share toys with another child but keeps toys close by if another child is near)	2	▨ 5	3	▨
254			254. While holding onto another person or object, hops on one foot at least one time without falling.	▨ 2	5	4	
255			255. Jumps one time with both feet off the floor without help.	▨ 2	5	5	
256			256. Walks smoothly, without waddling.	▨ 2	5	6	
257			257. Sits in a small chair when told to "Sit here."	2	▨ 5	▨ 7	
258			258. Puts objects inside one another from smallest to largest. 	▨ 2	5	8	▨
259			259. Runs easily without falling.	▨ 2	5	9	
260			260. Stacks six blocks after seeing someone else do the same thing. (child may stack the blocks one on top of the other or have 2 blocks as a base) 	▨ 2	6	0	▨
261			261. Points to the following parts of the body when asked: hair, tongue, teeth, hands.	2	▨ 6	▨ 1	▨
262			262. Marks on paper and does not often go off of page.	▨ 2	6	2	
263			263. Stands on tiptoes for at least 1 second.	▨ 2	6	3	
264			264. When asked, tells nickname or first name.	2	▨ 6	▨ 4	▨
265			265. Takes three steps backwards.	▨ 2	6	5	
266			266. Uses 275-300 different and familiar words.	2	6	▨ 6	
267			267. Uses two- to three-word phrases and some simple sentences.	2	6	▨ 7	
268			268. Stands up straight with heels touching. 	▨ 2	6	8	
			Total for Page 15				

Yes	Some-times	Not Yet		M	S	L	C
				For administrative use			
269			269. Obeys simple directions (example: "Put the doll down").	2	6	9	
270			270. Is shy around strangers.	2	7	0	
271			271. Hits or kicks when angry.	2	7	1	
272			272. Becomes jealous when affection is shown to other children. (example: child whines or pulls on the child who might be sitting in mother's lap)	2	7	2	
273			273. Understands the difference between "one" and "all." (example: child gives one carrot when told, "Give Mommy one carrot.")	2	7	3	
274			274. Asks simple questions using two to three words. (example: child asks, "Where daddy go?")	2	7	4	
275			275. Tries to say a nursery rhyme or sing a simple song with an adult. (example: child hums along with the adult until the adult says, "Pop, goes the weasel", which the child may say with the parent.)	2	7	5	
276			276. While holding rail, walks downstairs by him- or herself.	2	7	6	
277			277. Follows two directions in the correct order such as "Get your coat and come here."	2	7	7	
278			278. Goes into a new situation and explores willingly.	2	7	8	
279			279. Climbs on low playground equipment.	2	7	9	
280			280. Acts appropriately when other people are happy (smile, laughter), sad (quiet), afraid (cling to adult), or angry (quiet).	2	8	0	
281			281. Places an object in or under something when asked.	2	8	1	
282			282. Plays with other children besides sisters and brothers.	2	8	2	
283			283. Briefly sits and listens to a story that uses pictures.	2	8	3	
284			284. Throws a ball and watches where it goes.	2	8	4	
285			285. May have temper tantrums, throw things, or try to hit other people.	2	8	5	
286			286. Frequently says "no" but will finally cooperate.	2	8	6	
287			287. Answers simple questions. (example: "Where is the ball?")	2	8	7	
288			288. Plays beside another child but not necessarily with him or her.	2	8	8	
289			289. Opens doors. (child can turn the door handle and push or pull the door open)	2	8	9	
290			290. Names the following parts of the body: hair, hands, ears, head, legs, arms.	2	9	0	
291			291. Looks at books with pictures by him- or herself.	2	9	1	
292			292. Runs well without falling.	2	9	2	
			Total for Page 16				

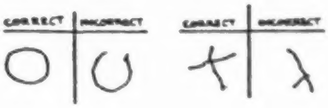
For administrative use

Yes	Some-times	Not Yet		M	S	L	C
293			293. Expresses his or her own needs by talking in short sentences. (example: child says, "Want juice.")	2	9	3	
294			294. Insists on doing things independently. (example: child may fuss if adult tries to help him or her pull socks off)	2	9	4	
295			295. Draws a straight line from top to bottom.	2	9	5	
296			296. Uses one hand to open and close scissors.	2	9	6	
297			297. Usually uses regular plurals (ex. shoes) and past tense (ex. washed) correctly when speaking.	2	9	7	
298			298. Uses some verb endings ("-s" for plurals, as in "shoes"; "-ed" for past, as in "washed"; "-ing" for present, as in "swinging").	2	9	8	
299			299. Tells if self is a boy or a girl. (example: when asked, "Are you a boy?" child can answer "yes" or "no" correctly)	2	9	9	
300			300. Bends at the waist to pick up something off the floor (does not squat).	3	0	0	
301			301. Matches to the colors red, blue, green, and yellow. (example: when shown a red block, the child can find another red item)	3	0	1	
302			302. Pulls down his or her pants to use the bathroom.	3	0	2	
303			303. Draws a line from side to side when shown.	3	0	3	
304			304. Understands the meaning of "two". (example: child gives two kisses when told, "Give Mommy two kisses.")	3	0	4	
305			305. Does not like change; likes rules and rituals. (example: child is fussy if not allowed to play with his or her usual toys in the bathtub)	3	0	5	
306			306. Almost always asks to go to the potty for a bowel movement.	3	0	6	
307			307. Uses fingers to show how old he or she is. (example: child holds up two fingers when asked, "How old are you?")	3	0	7	
308			308. Tries to use scissors to cut paper. (child may not cut the paper in his or her attempts)	3	0	8	
309			309. Repeats sentences or ideas he or she has heard adults say before. (example: child says, "Go team" when he or she is playing)	3	0	9	
310			310. Uses the word "please" when asking for something.	3	1	0	
311			311. Works a six- to eight-piece puzzle. (puzzle is in a tray with interlocking pieces) 	3	1	1	
312			312. Tries to stand on one foot without help.	3	1	2	
313			313. Sorts objects that are not alike, such as silverware and toys. (example: child can put silverware in one tray and toys in another)	3	1	3	
			Total for Page 17				

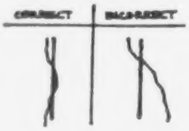
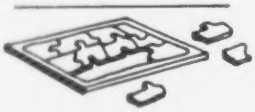
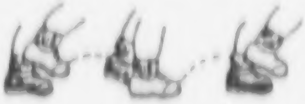
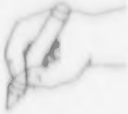
For administrative use

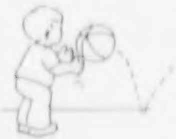
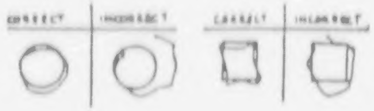
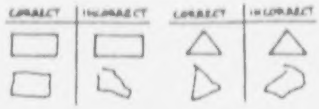
Yes	Some-times	Not Yet		M	S	L	C
314			314. Uses "thank you" when given something.	3	1	4	
315			315. Uses four words to make a sentence. (example: "I want more juice." Way of speaking may still be childlike)	3	1	5	
316			316. Walks up stairs with one foot on each step while holding a rail or hand.	3	1	6	
317			317. Dresses with some help or supervision. (child can put on socks and shirt but putting on pants and coat may still require adult's help)	3	1	7	
318			318. Blows nose with help (makes snorting sound).	3	1	8	
319			319. Attempts to hold a pencil or crayon in the correct writing position. 	3	1	9	
320			320. Sometimes asks to go to the bathroom when he or she needs to.	3	2	0	
321			321. Builds a block house using at least five blocks. 	3	2	1	
322			322. Throws a tennis ball at least 6 1/2 feet.	3	2	2	
323			323. Catches a large ball bounced to him or her with his or her arms and chest.	3	2	3	
324			324. Tells what to do when he or she is cold ("I want blanket."), tired ("I want bed."), or hungry ("I want cookie.").	3	2	4	
325			325. Tells how old he or she is when asked.	3	2	5	
326			326. Tells about pictures he or she draws or paints.	3	2	6	
327			327. Makes pancakes out of clay or play dough.	3	2	7	
328			328. Points to the following parts of the body: fingers, thumb, toes, neck.	3	2	8	
329			329. Almost always asks to go to the potty when wet. (example: "I need potty.")	3	2	9	
330			330. Correctly uses pedals on a tricycle.	3	3	0	
331			331. Follows two-part instructions such as "go to the bathroom and wash your hands."	3	3	1	
332			332. Speaks in complete short sentences (may have some errors). (sentences are 3-4 words long. example: "I want 'nother cookie.")	3	3	2	
333			333. Can go to the bathroom to urinate without help.	3	3	3	
334			334. Points to the colors red, blue, green, and yellow when asked.	3	3	4	
335			335. Walks down stairs putting one foot on each step while holding another person's hand.	3	3	5	
336			336. Takes turns with toys.	3	3	6	
337			337. Understands and can identify which of two objects is longer.	3	3	7	
338			338. Asks questions using words such as "who," "what," "where".	3	3	8	
			Total for Page 18				

For administrative use

Yes	Sometimes	Not Yet		M	S	L	C
339			339. Recognizes common signs and what they stand for in the environment (examples: McDonalds, Gulf, Stop).	3	3	9	
340			340. Jumps forward on both feet at least three times.	3	4	0	
341			341. Needs little supervision to play with other children.	3	4	1	
342			342. Repeats from memory a few simple nursery rhymes, prayers, or songs. (example: "God is great. God is good." or "Patty cake. Patty cake. Baker's man.")	3	4	2	
343			343. Says the names of people he or she sees only once in a while.	3	4	3	
344			344. Shares toys with other children when asked by an adult.	3	4	4	
345			345. Moves individual body parts to music (examples: tapping foot, clapping hands, hand-motion songs).	3	4	5	
346			346. Correctly says "in," "on," or "under" in a phrase of two or three words.	3	4	6	
347			347. Tells which of two items is bigger or smaller.	3	4	7	
348			348. Names the following body parts: fingers, thumbs, toes, neck, stomach. (child points to the parts named on his or her own body)	3	4	8	
349			349. Counts two to three objects (saying the number as he or she touches the object).	3	4	9	
350			350. Draws a circle and a cross (○, +). 	3	5	0	
351			351. Knows what a telephone is used for.	3	5	1	
352			352. Hops on one foot more than once.	3	5	2	
353			353. Correctly gives first and last name when asked.	3	5	3	
354			354. Uses pronouns (I, he, she, him, your) correctly.	3	5	4	
355			355. Tells another person when he or she is happy, sad, afraid, or angry. (example: if adult asks, "What is wrong?" child can say, "I am mad.")	3	5	5	
356			356. Names the correct color when shown items of that color (red, blue, green, and yellow).	3	5	6	
357			357. Rides a tricycle or big wheel around corners.	3	5	7	
358			358. Uses time words such as morning, afternoon, and nighttime.	3	5	8	
359			359. Matches or points to the colors orange, purple, brown, black. (example: child points to brown when asked, "Where is brown?")	3	5	9	
360			360. Exactly repeats a short four-word sentence.	3	6	0	
			Total for Page 19				

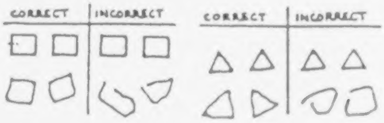
For administrative use

Yes	Sometimes	Not Yet		M	S	L	C
361			361. Almost always is understood by people other than parents.	3	6	1	
362			362. Cuts a sheet of paper in two with scissors.	3	6	2	
363			363. Uses approximately 1,000 words.	3	6	3	
364			364. Points to the following body parts: stomach, chest, back, knee, chin, fingernails.	3	6	4	▨
365			365. Understands what more/less, next to, front/back mean. (example: child gives more if adults says, "I want some more popcorn.")	3	6	5	▨
366			366. Walks on tiptoes at least three steps.	3	6	6	
367			367. Uses complete sentences that are usually correct.	3	6	7	▨
368			368. Talks on the telephone to a familiar person.	3	6	8	
369			369. Counts by rote from one to ten. (example: child can count from one to ten)	3	6	9	▨
370			370. Traces a line going up and down. 	3	7	0	
371			371. Puts together a small, simple tray puzzle. (puzzle has 12-15 interlocking pieces in a tray) 	3	7	1	▨
372			372. Tells one thing he or she did yesterday.	3	7	2	▨
373			373. Walks down stairs without help, putting one foot on each step while holding rail.	3	7	3	
374			374. Gives three items when asked (example: "Give me the ball, shoe, and cup").	3	7	4	▨
375			375. Shares toys while playing with other children without being asked.	3	7	5	
376			376. Names the following parts of the body: chest, back, knees, chin.	3	7	6	▨
377			377. Gallops. (example: child moves forward with first foot stepping out and the second foot then brought beside the first foot, staying on his or her toes. Child continues in this manner.) 	3	7	7	
378			378. Takes two steps toward a large ball and kicks it.	3	7	8	
379			379. Correctly holds pencils or crayons to write or draw. 	3	7	9	
			Total for Page 20				

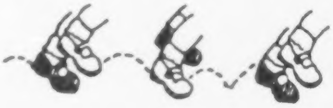
Yes	Some-times	Not Yet		M	S	L	C
380			380. Knows what money is used for. (example: when asked, "What is money used for?", child says, "Buy food.")	3	8	0	
381			381. When looking at pictures of objects, can point to all items that are in a group (example: "Show me all the animals, food, toys, clothes.)	3	8	1	
382			382. Climbs on high playground equipment.	3	8	2	
383			383. Catches a large ball with both hands when bounced to him or her. 	3	8	3	
384			384. Consistently uses the left or right hand to write, eat, throw an object, or reach for something.	3	8	4	
385			385. Listens to a story for at least 5 minutes.	3	8	5	
386			386. Will pretend in play, using clothes, objects, or toys. (example: child puts on an apron and takes adult's "order". Child pretends to cook and serve food to the adult.)	3	8	6	
387			387. Knows that electrical outlets and light sockets are dangerous.	3	8	7	
388			388. Waits for his or her turn while playing games, when reminded.	3	8	8	
389			389. Does not cry or get upset when he or she is left in a strange place (new class or sitter's house).	3	8	9	
390			390. Names a familiar person when told what that person looks like. (example: child can say "Santa Claus" if Santa Claus is described)	3	9	0	
391			391. Traces at least two simple shapes such as a circle and a square. 	3	9	1	
392			392. Copies the following shapes after seeing them drawn by another person: rectangle, triangle. 	3	9	2	
393			393. Accurately uses the verbs "is" and "are" in sentences or questions.	3	9	3	
394			394. Makes simple figures from clay or play dough. (example: child makes "snakes" and "cookies" from play dough)	3	9	4	
395			395. Is often fearful in new situations. (example: child may cry or fuss if left in a different child care class)	3	9	5	
			Total for Page 21				

For administrative use

For administrative use

Yes	Some-times	Not Yet		M	S	L	C
396			396. Draws or paints crude but recognizable figures.	▨ 3	9	6	▨
397			397. Draws a person with two to three recognizable body parts.	▨ 3	9	▨ 7	▨
398			398. Using scissors, cuts out a picture, trying to follow the lines.	▨ 3	9	8	▨
399			399. Tells how old he or she will be on his or her next birthday.	3	▨ 9	▨ 9	▨
400			400. Dresses without assistance. (example: child can button clothes and put clothes on properly so that shirt and shorts are not on backwards or inside out)	▨ 4	0	0	▨
401			401. Asks questions using "how," "why," "do," "does," "can," and "will."	4	▨ 0	▨ 1	▨
402			402. Points to his or her name (first and last) written on paper.	4	0	2	▨
403			403. Understands words such as "above," "over," "beside" (example: "Put the ball beside the table.").	4	0	▨ 3	▨
404			404. Talks so anyone outside the family can understand him or her.	4	▨ 0	▨ 4	
405			405. Has friends over to play and plays at other friends' houses.	4	▨ 0	5	
406			406. Builds with toy construction sets (Lego, Tinkertoys, blocks).	▨ 4	0	6	
407			407. Names the following parts of the body: heels, fingernails, elbows, ankles.	4	0	▨ 7	▨
408			408. Plays a simple board game (Chutes and Ladders or Candy Land).	4	▨ 0	8	▨
409			409. Understands words "below" and "behind" (example: "Put the bicycle behind the house.").	4	0	▨ 9	▨
410			410. Cooperates while playing with others. (example: child will play house with other children, taking a role and sharing props)	4	▨ 1	0	
411			411. Copies the following shapes: squares, triangles. 	▨ 4	1	1	▨
412			412. Has several friends.	4	▨ 1	2	
413			413. Counts five to ten objects.	4	1	▨ 3	▨
414			414. Tells what the weather is like. (example: child can tell if it is cold, hot, raining, or sunny)	4	1	▨ 4	▨
415			415. Can put a paper clip on a sheet of paper.	▨ 4	1	5	
416			416. Takes turns in a conversation with others.	4	▨ 1	▨ 6	
417			417. Names the letters of the alphabet in order. (says or sings the letters of the alphabet)	4	1	▨ 7	▨
418			418. Cuts out simple shapes with scissors such as a circle, square, or triangle. (the shapes are drawn on the page and the child cuts the shapes out)	▨ 4	1	8	
419			419. Writes a few letters of the alphabet by him- or herself.	▨ 4	1	9	▨
420			420. Properly uses the pronouns his, their, we, us, her. (example: "His balloon popped.")	4	2	▨ 0	▨
421			421. Uses "excuse me" when interrupting other people.	4	▨ 2	▨ 1	
			Total for Page 22				

For administrative use

Yes	Some-times	Not Yet		M	S	L	C
422			422. Names 10 printed letters. (child says the name of the letter when the letter is shown)	4	2	2	
423			423. Writes several letters of his or her own first name that an adult can recognize.	4	2	3	
424			424. Identifies several letters in his or her own name. (child can say some of the letters of his or her name)	4	2	4	
425			425. Draws more than one object that an adult can recognize.	4	2	5	
426			426. Tells one thing he or she did the day before yesterday.	4	2	6	
427			427. Folds paper in half and creases it.	4	2	7	
428			428. Recognizes and reads at least three common signs (Stop, McDonalds) when they are drawn on paper.	4	2	8	
429			429. Rides a small two-wheel bike with assistance (training wheels or an adult).	4	2	9	
430			430. Skips.(example: child alternately steps and hops with each foot while moving forward) 	4	3	0	
431			431. Starts a conversation upon meeting friends.	4	3	1	
432			432. Follows a three-part instruction. (example: "Close the door. Pick up your coat. Hang it on the hook.")	4	3	2	
433			433. Uses words such as "because," "but," "if," in talking.	4	3	3	
434			434. Tells what would be found in a forest (trees, animals, woods, pine tree, woodland, a place with trees and birds and animals, etc.).	4	3	4	
435			435. Uses an eraser to remove pencil marks.	4	3	5	
436			436. Shares toys without being reminded.	4	3	6	
437			437. Tells one thing he or she does in the afternoon. (example: "I take a walk with Mommy.")	4	3	7	
438			438. Names items in simple categories such as animals, clothes, food. (example: child can name "dog", "cat", and "cow" when asked to name animals).	4	3	8	
439			439. Retells a favorite story, fairy tale, joke, or television show. (child may tell the main parts of the story, The Three Bears)	4	3	9	
440			440. Draws a person with five to six body parts that an adult can recognize.	4	4	0	
441			441. Tells the month and day of his or her birthday.	4	4	1	
442			442. Identifies all the letters found in his or her own name. (child can say all the letters in his or her first and last name. Child may do this while looking at his or her name in print or from memory.)	4	4	2	
			Total for Page 23				

For administrative use

Yes	Some-times	Not Yet		M	S	L	C
443			443. Traces (copies by following the lines) all letters of the alphabet. (usually upper case letters, like A, B, C)	▨ 4	4	3	
444			444. Tells which number comes after a specified number (example: 9 comes after 8).	4	4	▨ 4	▨
445			445. Indicates which hand is right or left. (example: when told, "Show me your right hand.", child can do so)	4	4	▨ 5	▨
446			446. Knows how to correctly answer the phone.	4	▨ 4	▨ 6	
447			447. Makes clay or play dough objects that others recognize.	▨ 4	4	7	▨
448			448. Catches a tennis ball with both hands when bounced to him or her.	▨ 4	4	8	
449			449. Names at least one favorite television program and knows when it is shown. (example: child can tell adult that Barney comes on every morning except Saturday and Sunday)	4	4	▨ 9	▨
450			450. Names the following body parts: jaw, shoulders, hips, wrists.	4	5	▨ 0	▨
451			451. Uses a key to open a lock.	▨ 4	5	1	▨
452			452. Waits his or her turn while playing games without being reminded.	4	▨ 5	2	
453			453. Walks up and down stairs while carrying an object in each hand.	▨ 4	5	3	
454			454. Correctly holds a pencil and can write with control. (writing does not go off the page and child tries to write on the lines of the paper)	▨ 4	5	4	
455			455. Identifies a penny, nickel, dime, and quarter. (example: child names the coins as coins are shown)	4	5	▨ 5	▨
456			456. Knows how many pieces there are after an apple is cut in half. (child can tell adult there are two pieces, even if child is only asked the question and doesn't see the apple cut in two)	4	5	6	▨
457			457. Tells his or her phone number when asked.	4	▨ 5	▨ 7	▨
458			458. Draws a person with at least seven body parts (such as eyes, ears, nose, mouth, hair, legs, and arms) that an adult can recognize.	▨ 4	5	8	▨
459			459. Says the days of the week in the correct order.	4	5	▨ 9	▨
460			460. Points to all printed letters of the alphabet as they are named.	4	6	▨ 0	▨
461			461. Rides a small bike without help. (child can mount, pedal, steer, and stop a bike without training wheels)	▨ 4	6	1	
462			462. Explains/knows how a crayon and pencil are the same and different. (example: "You can make marks with both of them but you color with a crayon and you write with a pencil")	4	▨ 6	▨ 2	▨
463			463. Can say when another person uses incorrect words or sentences (example: "Me go to the store."). (child can tell the adult the sentence should be "I go to the store.")	4	▨ 6	▨ 3	
			Total for Page 24				

For administrative use

Yes	Sometimes	Not Yet		M	S	L	C
464			464. Uses irregular verbs and plurals such as "threw," "sheep," "men," brought." (example: "He threw the ball to the pitcher.")	4	6	4	▨
465			465. Uses the telephone to call someone.	4	6	5	
466			466. Sharpens a pencil.	4	6	6	
467			467. Names opposite when told "A lemon is sour, sugar is (sweet)."	4	6	7	▨
468			468. Answers the phone, remembers a simple message, and delivers it to the correct person.	4	6	8	▨
469			469. Tells one thing he or she did last week.	4	6	9	▨
470			470. Cuts out detailed pictures (figures from a simple coloring book) and cuts materials other than paper, such as cardboard or cloth.	4	7	0	▨
471			471. Tells the meaning of at least six common words such as ball, lake, desk, house, banana, cow.	4	7	1	▨
472			472. Draws a person with at least eight body parts (such as head, arms, legs, trunk, eyes, ears, nose, and fingers) that an adult can recognize.	4	7	2	▨
473			473. Writes his or her first and last name.	4	7	3	▨
474			474. Reads five or more words without pictures.	4	7	4	▨
475			475. Jumps rope more than once without stopping.	4	7	5	
			Total for Page 25				

For administrative use

SCORE SHEET

	Motor	Social	Language	Cognition	Overall
Summary Page 2					
Summary Page 3					
Summary Page 4					
Summary Page 5					
Summary Page 6					
Summary Page 7					
Summary Page 8					
Summary Page 9					
Summary Page 10					
Summary Page 11					
Summary Page 12					
Summary Page 13					
Summary Page 14					
Summary Page 15					
Summary Page 16					
Summary Page 17					
Summary Page 18					
Summary Page 19					
Summary Page 20					
Summary Page 21					
Summary Page 22					
Summary Page 23					
Summary Page 24					
Summary Page 25					

	Motor	Social	Language	Cognition	Overall
RAW SCORE					
STANDARD SCORE					
PERCENTILE SCORE					
AGE EQUIVALENT SCORE					
NORMAL CURVE EQUIVALENTS					

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APPENDIX D

TRAINING MODULE FOR RESEARCH ASSISTANTS

Research Assistant Training

1. Introductions
2. Explanation of study
    - purpose
    - participants' criteria
    - programs
3. Training of Research Assistants
    - responsibilities of program director
    - responsibilities of research assistant
    - scheduling appointments
    - visits
4. Forms
    - invitation
    - director's letter
    - teacher's letter
    - instructions for completion of forms
    - consent form
    - demographics
    - protocols
    - receipts
    - calendar and log of contacts
5. Simulation

Purpose

The purpose of this project is to address the question, "*Do variations in the assessment instrument format influence congruence of scores among both parents and the child's teacher?*". The assessment instrument to be used is the Developmental Observation Checklist System - Developmental Checklist (DC). The DC will be varied by (a) adding pictorial illustrations and examples and (b) having three response categories instead of two response categories.

Participants' Criteria

Parents

Parents can participate if their child:

① is less than six years of age,

② is in a child care program for at least 1 hour a week, and

③ has been in the same teacher's care for at least 12 hours prior to this date.

Since this study involves mothers and fathers, both parents are needed.

Parents do not have to be married but both must be living with the child for the last month.

Teachers (includes the person responsible for the classroom)

Teachers can participate if:

① he/she has been working with children for 1 year or more and/or

② has a 4 year degree in anything.

Programs

Early intervention and child care programs in Auburn, Opelika, Montgomery, and the Mississippi Gulf Coast have been contacted.

Training of Research Assistants:

Responsibilities of Program Director (PD):

1. Contact the programs.
2. Set up appointments to visit programs.
3. Explain the study to the directors and/or teachers.
    - -purpose
    - -activities/appointments
    - -criteria (program, teacher, parents) for participation
    - -stipend
4. Upon receipt of postcards and phone messages, assign participants to group and to PD or RAs.
5. Collect data on visits with participants.

6. Provide all paperwork needed for visits.
7. Score instruments.
8. Enter data into data base.

Responsibilities of Research Assistants (RA):

1. Assist PD in putting together invitations for participants.
2. Keep a log of the following:
    - date, time, and location of the appointment with parents
    - date of the actual appointment with parents (if different from the planned date due to rescheduling)
    - date, time, and location of the teachers' appointment
    - date of the actual appointment with teacher (if different from the planned date due to rescheduling).
3. Complete appointments with participants, including the following:
    - explaining the study and gaining consent by having consent forms signed
    - gathering demographic information
    - administering the assessment instrument
    - giving the stipend and getting a signed receipt
4. If the appointment is outside of the Auburn city limits, record the mileage from your home or Auburn University to the appointment and back to the place of origin. You will be reimbursed $.25 per mile, plus an hourly rate of $5 from when you arrive at your appointment to when you leave. You will not be paid for the time spent in travel.
5. If the appointment is within Auburn city limits, record the time you leave for the appointment and the time you return from the appointment. You will be paid the hourly wage of $5 for this time. In this situation, you will be paid for the time spent in travel.
6. You also will be paid the hourly wage for time in training; visiting the programs; and speaking with parents, teachers, and directors about the study, and any other work that might pertain to the study.

Scheduling Appointments with Parents:

*Before scheduling the appointment(s) with parents, do your best to be sure the parents intend to participate. This will cut down on wasted time. For example, explain the study and answer any questions. Then ask if both parents wish to participate. If they do, schedule an appointment and tell the parents they will sign a consent form, provide demographic information, complete the screening instruments, and receive their stipends.

1. The RAs may contact parents upon receipt of the SASP or phone message from the PD.
2. On initial phone contact with the parents, inform them of the purpose of the project and the activities required.
3. The activities include:
    - meeting with the examiner to learn about the study
    - signing a consent form to participate in the study
    - completing a form with demographic information
    - completing a version of the screening instrument
    - receiving a stipend ($5) for each screening instrument completed
4. If parents indicate an interest in participating, an appointment will be made to meet with them in their home, at their child's center, or at Auburn University.

5. The appointment will be scheduled within 1-14 days from initial contact with the parents, unless the parents request a later date. The appointment with the parents will be scheduled so that both parents can complete the version of the screening instruments at the same time.

Visit with parents:

1. At the appointment with the parents, the activities described previously will be explained again and questions invited.
2. When parents agree to participate, separate consent forms will be given to the mother and father. An appropriate amount of time will be allowed and questions encouraged before the parents are invited to sign the consent form. If they choose not to participate at this point, the appointment will be terminated. If they choose to participate, the signed consent forms will be collected. A copy of the consent form will be given to the parents with COPY written at the bottom.
3. Demographic information will be obtained on separate forms from the mother and father. The RAs may either give the demographic form to the parents to complete themselves or gather the information in an interview format. Having the parents complete the form themselves may give some indication of the parents' reading level.
4. Separate copies of the same version of the screening instrument will be given to the mother and father and they will be asked to complete the forms separately. The parents will be encouraged to complete the forms to the best of their ability. No clarifications can be provided by the RA.
5. The RA will be available to read the screening instrument to those parents who cannot read.
   *Record on the screening instrument form if the RA reads the screening instrument to the parent.
6. The RA is responsible for completely filing out the Identifying Information portion of each developmental checklist. Directions are to be given to the parents and the starting item circled. Verify the establishment of a basal and ceiling. **Establishing a basal and a ceiling:** Refer to pages 11-13 of the manual for an in-depth discussion of basals and ceiling. The following steps will assist you in establishing the basal and ceiling.
   - Find the proper item number to start with by correctly calculating the child's age and begin with that item, circling it for the participants.
   - The reporter continues with each item accordingly until 5 *No*s or *Not Yet*s in a row are marked.
   - Go back from the ceiling and begin looking for 5 *Yes*s or *Yes/Sometimes* in a row. If 5 in a row are not found, have the reporter begin marking items below the beginning item until 5 in a row are found.
7. Once the parents have completed the screening instrument, gather all the forms. Fill out the receipts and have the parents sign. Give the parents the yellow copy.

Visit with teacher:

*In the event a teacher is assigned to more than one experimental group, adjustments must be made to limit the influence of completing two or more different versions of the screening instrument. The two versions of the screening instrument without illustrations or examples will be given before the two versions that do have illustrations and examples, if possible.

1. The teacher's appointment will be within 1-3 days of the parent's appointment.
2. An explanation of the project and the teacher's activities, as described previously, will be given and questions invited.
3. A letter of consent will be signed by the teacher and a copy provided with COPY written at the bottom. The teacher needs to sign a consent form only once if she is completing more than one instrument.

4. The teacher will then complete a demographic form.
5. The teacher will be given the same version of the screening instrument the parents completed. The RA will inform the teacher that no clarifications of the items can be given.
6. Once the screening instrument has been completed, collect all the forms and have the teacher sign a receipt. Give him/her the yellow copy. The appointment is finished.

*If, prior to completing the screening instrument, a teacher or parent changes his or her mind and decides not to participate, the parent or teacher will be excused from the study. The stipend will still be given to the other participants in the set (mother, father, and teacher) who completed a screening instrument. None of the information obtained from the screening instruments in an incomplete set will be used in this study or can be returned.

Forms

Invitations

Explain about the study and invites the parents to participate. Includes a self-addressed, stamped postcard with the programs name on the address side.

Director's letter

Explains the criteria for participants and assists the director in knowing which teachers and parents to include in the study.

Teacher's letter

Explains the study to the teacher so that they are not uniformed, should a parent ask about the study.

Instructions for completion of forms:

General Information

1. The Project Director will be responsible for providing copies of all forms. Please let me know when you are short of forms.
2. Please make sure each form is completely filled out.

Parent and Teacher Consent Forms

1. Each form must be on Auburn University letterhead.
2. Familiarize yourself with each form so that you may explain the details to the participant, as needed.
3. Each participant must sign a consent form.
4. Your signature is required on each consent form, as well as a witness. The witness may be the other parent but cannot be you or the participant.
5. Give one copy of the consent form to the parents and one to the teacher with COPY written at the bottom.

Demographic Forms

1. Each participant must complete a demographic form.
2. You may have the participant complete the form independently or you may ask for the information in an interview.
3. Make sure only one space is marked for each item on the demographic forms.
4. Item 6 (Annual Income) should be household income. The same line should be checked on the mother and father's forms.
5. Item 7 (Occupation) on the Parent Demographics form should be checked to be sure the answer is descriptive. (example: If the answer is work for Ampex ask the participant for a job description. An answer, such as "supervisor" or "janitor", will suffice.)
6. The teachers need only to complete the Teacher Demographic form once. It is not necessary for a teacher to compete a demographic form for each screening instrument he or she completes.
7. Item 8 (Length Of Time Teaching) would be total years teaching; item 9 (Length Of Time In This Position) would be time spent in current classroom.
8. The director of the child care or early intervention program should complete the Program Demographic Information form after a successful appointment with one set of participants.
9. The CODE blanks on the Parent and Teacher Demographic forms are for the set number. (example: CODE: M033 would indicate a mother completed the form and was in set number 33.) The CODE blanks on the Program Demographics form is for the program' name. Code numbers will be assigned by the Program Director.

Developmental Checklist (DC) Protocols

1. The RA is responsible for completely fill out the Identifying Information section on each form.
2. Compute the test age according to the directions of the instrument.
3. Each participant completes a screening instrument independently, unless reading assistance is requested.
4. Always indicate if reading assistance was provided and how much was provided.
5. Record the exact amount of time needed by each participant to complete the instrument, starting from when they beginning reading items to when they indicate a ceiling has been reach and you have verified the ceiling.

Receipt of Stipend

1. You will be required to sign for the amount of money you get from the Project Director each month to pay the participant stipends.
2. Have each participant sign a receipt when you give the stipend. Keep these receipts and return to the Project Director each month or as soon as all your stipend money is distributed, whichever comes first.

Calendar and Log of Contacts

1. Record on appropriate calendar dates the following information:
   - dates of contacts with participants
   - dates of scheduled appointments with participants
   - dates of actual appointments with participants, if different from scheduled
2. On back of this form, record any descriptive information regarding contact with participants.

3. Write your name at the top of the form.
4. Maintain these records and turn in to the Project Director at the completion of data gathering or upon request.

1. **Telephone referral number:** 1-800-543-3098 This number is the Child Find number at the Department of Special Education in Montgomery. They will take the information and refer the caller to the proper agency. This number is for children 6 years and younger. Brochures are available to give to interested parties.

Directions: Please view the 2 video tapes. Use this checklist to score each person. There are 3 separate columns for each participant. Your responsibility is to note if each behavior on this checklist occurred during each person's simulation. Feel free to write any helpful comments you may have regarding this process and the simulations. When you have completed viewing the video tapes and filling out the checklist, please return the materials. Thank you for your help in this endeavor.

Checklist for Training

During Phone Contact with Parents, Research Assistant (RA) will:

Trainer	Assistant #1	Assistant #2	
			Introduce herself
			State reason for contact (re: receipt of postcard or phone call)
			Ask if parent has any questions regarding the study or activities
			Ask if parent would like to participate. If yes:
			- confirm that both parents will participate
			- make an appointment
			- settle on a place to meet and get or give directions
			- confirm date, time, and location of appointment
			- provide phone number in case parent needs to cancel
			Thank the parent

During Appointment with Parents, RA will:

Trainer	Assistant # 1	Assistant #2	
			Introduce herself
			Give each parent a copy of the letter of consent and explain the study:
			-mom, dad, and teacher each complete the same developmental checklist on a child
			-4 different versions of the checklist exist (2 with pictures and examples and 2 with 3 response categories). The purpose of the study is to see if these changes will influence the agreement among the mom, dad, and teacher.
			After the parents have read the consent form, ask the parents if they have any questions. If yes, answer and then invite parents to sign the consent form. If no, ask parents to sign the consent forms.
			Have each parent sign as the Witness for the other parent on the consent forms and the RA sign as the Investigator.

Trainer	Assistant # 1	Assistant #2	
			Give a copy of the consent form to the parents
			Inform parents the consent form is the only paperwork with their names on it. Explain the code on the demographic form and developmental checklist.
			Get demographic information separately from mother and father. (RA may interview the parent(s) or let the parent(s) complete the form independently.)
			-check Occupation information on parent demographic forms to make sure information is complete (example: parent may write in "work at Ampex". RA must clarify parent's specific responsibilities - i.e. is the parent a janitor or supervisor at Ampex?)
			-check Annual Income on parent demographic forms to ensure parents have checked the same amount
			Fill out the Identifying Information portion of the developmental checklist
			- calculate age and confirm with parents
			- indicate a starting point, as calculated from child's age, by circling the item on the checklist

Trainer	Assistant # 1	Assistant #2	
			-give the checklists to the teacher and give the following directions: (Directions in italics are used only for the modified versions, where applicable.) "Start with the item circled. Read each item. If your child can do the item right now or is beginning to do it, mark **Yes** by checking the blank in the **Yes** column. If your child did the item when he or she was younger but has outgrown it, mark **Yes/*Sometimes***. If your child cannot do what the item says, mark **No/*Not Yet***. If you have not seen or heard your child do the behavior described, mark **No/*Not*** *Yet*. If you are not sure if your child can do what the item says, mark **No/*Not Yet***. When you have marked 5 **Nos/Not Yets** in a row, you may stop. *The child may exhibit the behavior described in the items in different ways. THe examples provided are to clarify the items and are not meant to be all inclusive.* Do you have any questions? I cannot clarify any of the items and you must complete the checklist on your own."
			- begin timing the parents when they start reading the first item
			Collect the developmental checklists and ensure a ceiling (5 *Nos/Not Yets* in a row) and a basal (5 *Yess/Yes* and *Sometimes* in a row) have been established
			Record the time from when the each parent began reading the first item to when the ceiling and basal were confirmed
			Give each parent $5
			-ask parents to sign separate receipts to indicate stipend was received
			Thank the parents for participating

During Phone Contact with Teachers, RA will:

Trainer	Assistant #1	Assistant #2	
			Introduce herself
			State reason for contact (re: data collected from parents of a child in his or her class)
			Ask if teacher has any questions regarding the study or activities
			Schedule an appointment
			- settle on a place and time to meet and get or give directions
			- confirm date, time, and location of appointment
			- provide phone number in case teacher needs to cancel
			Thank the teacher

During Appointment with Teachers, RA will:

Trainer	Assistant #1	Assistant #2	
			Introduce herself
			Give the teacher a copy of the letter of consent and explain the study:
			-mom, dad, and teacher each complete the same developmental checklist on a child
			-4 different versions of the checklist exist (2 with pictures and examples and 2 with 3 response categories). The purpose of the study is to see if these changes will influence the agreement among the mom, dad, and teacher.
			Ask the teacher if he/she has any questions. If yes, answer and then invite the teacher to sign the consent form. If no, ask the teacher to sign the consent form.
			Ask someone at the center to sign as the Witness for the teacher and the RA sign as the Investigator.
			Give a copy of the consent form to the teacher
			Inform the teacher the consent form is the only paperwork with his/her name on it. Explain the code on the demographic form and developmental checklist.
			Get demographic information from the teacher via the demographic form
			Fill out the Identifying Information portion of the protocol
			- calculate age

Trainer	Assistant # 1	Assistant #2

- indicate a starting point, as calculated from child's age, by circling the item on the checklist

-give the checklists to the teacher and give the following directions: (Directions in italics are used only for the modified versions, where applicable.)

"Start with the item circled. Read each item. If the child can do the item right now or is beginning to do it, mark **Yes** by checking the blank in the **Yes** column. If the child did the item when he or she was younger but has outgrown it, mark **Yes/*Sometimes***. If the child cannot do what the item says, mark **No/*Not Yet***. If you have not seen or heard the child do the behavior described, mark **No/Not** *Yet*. If you are not sure if the child can do what the item says, mark **No/*Not Yet***. When you have marked 5 **Nos/*Not Yets*** in a row, you may stop. *The child may exhibit the behavior described in the items in different ways. The examples provided are to clarify the items and are not meant to be all inclusive.* Do you have any questions? I cannot clarify any of the items and you must complete the checklist on your own."

- begin timing the teacher when he/she starts reading the first item

Collect the developmental checklist and ensure a ceiling (5 *Nos/Not Yets* in a row) and a basal (5 *Yess/Yes* and *Sometimes* in a row) have been established

Record the time from when the teacher began reading the first item to when the ceiling and basal were confirmed

Give the teacher $5

-ask the teacher to sign a receipt to indicate stipend was received

Thank the teacher for participating